

Childminder report

Inspection date: 14 May 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder has built close relationships with the children. She is kind and attentive, which helps children feel safe and secure in her care. They demonstrate this by returning to her for reassurance when they feel the need. Children understand the rules of the childminder's home. For instance, they know they need to tidy the toys away when finished. The childminder is supporting children to develop an understanding of their emotions. She uses picture cards to talk about how they are feeling. This has a positive impact on their emotional well-being.

The childminder supports children to learn about the wider world. She uses her own background to expand children's experiences. For example, they have enjoyed learning about Nigeria. They dressed up in traditional clothes, with their dolls wrapped up on their back. Children learned this is how children are carried in some countries. The childminder cooked a variety of traditional Nigerian food for children to try. This helps children develop an understanding of cultures beyond their own.

What does the early years setting do well and what does it need to do better?

- The childminder has a good understanding of children's learning and development needs. She organises her environment to encourage children to make choices in their learning. She regularly assesses their progress and plans what they need to learn next. All children, including children with special educational needs and/or disabilities, are making good progress in their learning.
- The childminder places a high priority on developing children's communication and language. She introduces new words to older children, such as 'starfish' and 'octopus', as they explore the sea life activity she has created. The childminder supports younger children to learn words. She uses single words and correctly repeats words that they are attempting to say. This helps children expand their vocabulary.
- Mathematics is woven through the childminder's practice. She takes every opportunity to count and use positional language during play. For instance, the childminder counts and matches shapes when children complete puzzles. When children are pouring rice into pots, the childminder uses language such as 'high' and 'low'. These experiences increase children's understanding and knowledge of mathematical language.
- Children benefit from being physically active every day. They have daily access to the childminder's garden, which is safe and secure. Children jump on the trampoline and enjoy climbing and using the slide. This helps to promote children's emotional and physical health.
- The childminder supports children to develop their independence. She explains different ways children can put on their shoes and coats. For example, she talks about the 'banana shape' of their trainers to help them see which feet they

should go on. This helps children learn in a fun way.

- Children show positive attitudes to learning. They concentrate on activities until they achieve the outcome that they set out to do. For example, children show good concentration skills as they complete puzzles successfully. They spend a long period of time moving the pieces around until they manage to fit together. This helps them build resilience.
- Overall, the childminder promotes good hygiene and a healthy lifestyle. She discusses with children why they need to wash their hands. However, on occasion, some routines are not consistently reinforced. For instance, occasionally, children walk around eating biscuits after the snack has finished. This means that these routines are not firmly embedded, in order to support children's good health and hygiene.
- The childminder works closely with parents from the start. She shares information on children's achievements and keeps parents informed on what their children have done during the day. The childminder supports parents on how to continue learning at home. Parents report they and their children are happy with the service the childminder offers.
- Children enjoy a wide range of outings outside the childminder's home. For instance, children regularly enjoy outings to the local park, the library and groups. This gives them the opportunity to socialise with other children and learn about communities outside their own.
- The childminder regularly attends training to continually develop her knowledge and skills. She implements any new learning to ensure that she offers the highest care for the children in her setting. The childminder meets up with other childminders to share good practice.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interest first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- develop routines of the day further to support children to learn about effective hygiene and eating routines.

Setting details

Unique reference number	2726776
Local authority	Medway
Inspection number	10394748
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Chatham, Kent. She provides care from 8am to 6pm, Monday to Friday, for most of the year. The childminder offers funded early education for all eligible children. She holds a childcare qualification at level 3.

Information about this inspection

Inspector

Janine Scott

Inspection activities

- The childminder and the inspector completed a learning walk together and discussed the early years foundation stage curriculum.
- The inspector held discussions with the childminder about how she plans to support the individual learning needs of the children.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector spoke with parents and took account of their views.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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