

Childminder report

Inspection date: 26 July 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children build strong and secure attachments with the nurturing childminder. They are extremely happy and flourish in a stimulating environment. The childminder carefully considers what children need to learn next. She takes account of their needs and interests when she plans learning experiences. Children benefit from a range of exciting activities that they can freely access, both indoors and outdoors. They make good progress in their learning.

Children display a positive attitude to learning. They concentrate well and try hard when tasks are challenging. For instance, children focus on throwing hoops over cones. When they do not achieve this, they collect the hoops and try again. The childminder recognises this effort and achievement and gives reward stars. Children proudly wear their stars and excitedly talk about why they received them. This helps build children's self-esteem.

The childminder is a positive role model. She demonstrates good manners and this helps children know what is expected of them. Children know to put toys away when they have finished. They are polite, behave well and respect each other. Children play happily together and share and take turns. For example, when younger children want to become involved in the game of hoop throwing, older children share out the hoops.

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

- The childminder has high expectations for children's learning. She prepares well so she can support them from the outset. For example, she meets with parents to find out about what children know and can do before they start. This helps her plan individual next steps in their learning.
- The childminder supports communication and language extremely well. She uses a range of methods to encourage children to share their ideas. She includes opportunities for children to speak and listen throughout the day. The childminder introduces new words during play, such as 'scaffolding', when talking about towers. This helps children to increase their vocabulary.
- The childminder has developed an inclusive environment, which supports all children, including those with special educational needs and/or disabilities. She helps children express themselves in a variety of ways, such as using visual prompts, so they can communicate their needs. This ensures all children are included and make good progress from their starting points.
- The childminder places a high priority on numbers, counting and using language, such as big and small, while playing. For example, she offers activities such as colouring by number, so children can see written numbers. These opportunities help children develop early mathematical skills.

- Partnerships with parents are good. Parents are happy with the service the childminder offers and say that their children are progressing well. The childminder regularly provides parents with updates on their children's learning. She shares information about how they can continue their learning at home. This ensures there is consistency in learning between home and the setting.
- The childminder supports children's growing independence. Children show that they know the routines of the day well and that these have been embedded successfully. They wash their hands after blowing their nose and before snack. However, on occasion, the childminder does things for children that they could do for themselves. This does not fully support children to build on their independence skills.
- Children show their deepening interest in books. They choose a favourite book and take it to the childminder. They sit and snuggle together. The childminder uses this opportunity well to talk to children about the words in the book and encourage their early literacy skills.
- Children have lots of opportunities to develop their small muscles. For example, they complete puzzles and use pencils to colour. However, the childminder has not fully considered how to offer children the same good range of opportunities to practise their large-muscle skills. For example, they have fewer opportunities to take part in challenging experiences, such as climbing and running, to build on their physical skills.
- The childminder values her own learning. She completes a range of training to help keep her practice up to date. For example, she has completed a number of short courses to expand her knowledge of how to keep children safe. The childminder works closely with other childminders to share ideas and advice. This helps her raise the quality of the provision.

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:

- strengthen the support for children to further develop their independence skills
- build further on opportunities for children to use their large muscles during play.

Setting details

Unique reference number	EY218170
Local authority	Medway
Inspection number	10350846
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 10
Total number of places	12
Number of children on roll	8
Date of previous inspection	5 September 2018

Information about this early years setting

The childminder registered in 2006 and lives in Gillingham, Kent. She operates from Monday to Friday from 7am to 6pm, all year, except family holidays. The childminder has two assistants registered to work with her. The childminder holds a relevant early years qualification at level 3. The childminder is in receipt of funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector
Janine Scott

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account.
- The childminder showed the inspector around the areas of her home used for childminding, and discussed the risk assessments in place to minimise hazards.
- The inspector held discussions with the childminder about how she plans to meet the individual learning needs of the children.
- The inspector spoke to children to find out about their time with the childminder.
- The inspector spoke with parents during the inspection and took account of their written views.
- The inspector reviewed relevant documentation including paediatric first-aid qualification, insurance and suitability checks.

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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