

Childminder report

Inspection date: 31 October 2022

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 are happy and settled. They have secure and established relationships with the warm and welcoming childminder. Children confidently and independently access the environment and the resources on offer. They lead their own learning, playing with toys that interest them. For example, children enjoy pretending to be doctors, using their knowledge of past experiences to check their heartbeats and apply plasters to 'cuts'. The childminder successfully provides the children with opportunities to hear language. Children enjoy selecting books and snuggling up with the childminder to hear stories and talk about the pictures.

Children show excitement when looking at photos of past adventures with the childminder and recalling their own experiences of the trips and activities. For example, children found the pictures of the butterflies they hatched and use books to find pictures of butterflies, to connect and embed their learning. Children are provided with a wide range of experiences to promote their development. For instance, they attend a gymnastics club to further explore their physical skills. Children understand the clear behaviour expectations. They are kind and caring to each other and the childminder. Children take responsibility for ensuring that they independently tidy away the toys they have finished playing with.

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

- The childminder clearly understands child development. She is successful in swiftly recognising children who may need additional support. For example, she knows the process for seeking advice and supports parents with this. She provides thorough information to outside professionals so they can implement the correct support for children. The childminder opens up her home for outside agencies to come and visit children in an environment they feel confident in. When targets are set, she ensures that she incorporates these into her day, to support children in bridging the gaps in their development.
- The childminder knows the children incredibly well. She has a clear intent to the curriculum which focuses on children's speech and language development. She provides a dialogue to the children as they play so they are consistently hearing words. The childminder questions children as they play to further explore their understanding. However, at times, these questions can be overly burdensome on the children. For example, she does not give the children enough time to respond before asking another question. At times, children lose interest and move to something else.
- The childminder takes the children on regular trips out of the setting to local parks and toddler groups. This provides the children with opportunities to mix and socialise with other children. This is something the childminder has encouraged due to the impact of COVID-19.

- Parents and carers speak very highly of the childminder. Many parents have used the services of the childminder for further sibling due to her kind and caring nature. Parents felt fully supported during COVID-19 when she stayed open to support key workers. They valued the continuity this provided for their children during a difficult time. Parents feel that the childminder is part of their extended family. They comment on how she will always give parents time to speak about their children daily. They value her expertise and creative ideas in helping children to transition from using comforters, such as dummies. For example, she arranged a visit from Santa who took them back to the north pole for the baby reindeer.
- Children are provided with meaningful opportunities learn about the wider community. For instance, when learning about Chinese New Year, the children watched a dragon parade in the town, to further explore and embed their learning of this celebration. Children are taught how to use technology to find out about other cultures, religions and festivals. For example, during Diwali, they watched clips of how it is celebrated and then made their own 'Diva lamps'.
- The childminder has good links with the local primary school. When children are due to attend school, she will invite the class teacher into her home to interact with the children and get to know them. She regularly talks to the school about their initiatives and their ethos of school readiness, which she then shares with parents. This emotionally prepares children for their eventual transition to school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough understanding of her duty to protect the children within her care. She knows the local area well along with things that could impact on children and their families. For example, county lines and radicalisation. She keeps her safeguarding knowledge up to date by undertaking online learning and watching webinars to inform her practice. She is confident in how to make a referral when there are causes for concern. The childminder understands types of abuse and how these may present in children. She has a full and relevant paediatric first-aid certificate and understands how to provide first aid to children within her care.

What does the setting need to do to improve?

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

- continue to support children's speech and language development, being mindful not to over question and to give children time to respond.

Setting details

Unique reference number	EY286488
Local authority	Medway
Inspection number	10228362
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	2 to 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	27 September 2016

Information about this early years setting

The childminder registered in 2004. She lives in Chatham, Kent. The childminder operates Monday to Friday, all day, for most of the year, with the exception of bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She is in receipt of funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Kelly Southern

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 provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the safety and suitability of the premises.
- The inspector held discussions with the childminder about her safeguarding knowledge and reporting procedures.
- The childminder and the inspector discussed how she supports partnerships with parents, children's behaviour and children's learning.
- The inspector gathered views from parents during the inspection.

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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