

# Childminder report

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Inspection date:

8 February 2023

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## **What is it like to attend this early years setting?**

### **The provision is good**

Children develop well in the care of the childminder and enjoy their time with her. They are settled and have formed strong bonds. The children return to her regularly for reassurance when they feel the need. This supports their well-being. Children's behaviour is good. They learn how to manage their feelings and to share and take turns. For example, the childminder supports children to take turns and wait during activities; she understands this may be a short time for younger children.

Children make good progress as the childminder has high expectations for learning. She works with parents when they start, to gain an understanding of what children can do already. She carefully constructs an ambitious curriculum based on this knowledge. For example, she offers resources which present different levels of challenge for every child, such as tweezers, which allow all children to take part in activities. This supports children to build their self-esteem.

Children have lots of fun playing at the childminder's house. They build high towers and laugh when they knock them down. The childminder uses this opportunity to extend children's learning. For example, she asks them to predict how tall they can build the tower before it falls down. This helps children to develop their thinking skills.

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

- The childminder supports children's communication and language well. She introduces new words during play, such as 'crab' and 'pinch', when playing with small world creatures. This support children's developing vocabulary. The childminder sings familiar songs with the children such as 'wheels on the bus'. She uses every opportunity to sing with children and teach them new songs. For example, she sings while they wash their hands for lunch.
- The childminder places a high priority on mathematics. She challenges and extends children's learning, appropriate for their age, throughout the day. For example, she counts object with children as they return them to a jar, and she teaches children how to make a triangle with their fingers. These activities support children's learning well and enable them to develop skills within a practical context.
- Children enjoy being outdoors. They laugh and play games together saying, 'I'm off to work now'. The childminder and her assistant join in the play, asking children what they would like them to do. Children jump on the trampoline and wait patiently for their turn. They behave extremely well. However, the childminder does not always focus her intentions for learning clearly enough in the outdoor environment.

- The childminder gives children consistent messages about healthy choices. She offers nutritious, home-cooked food and vegetables at lunch time. She discusses with children, what foods are treats and what they should eat and drink daily. For example, she asks children what drink is good for them and they reply 'water'. This helps children develop healthy lifestyles for the future.
- The childminder supports children to learn about the world around them. She has a range of resources and children try food from different cultures. For example, they have tried food from Nigeria. This helps them develop an understanding of people and communities outside their own.
- Children are becoming independent in their personal care routines. They attempt to put on their own coats and have developed good hygiene practices. For example, they automatically wash their hands before snack and lunchtime. However, at times, the childminder is not always consistent in supporting children to develop their independence.
- Parents are very happy with the care and education their children receive. They speak extremely highly about the service she offers. Parents comment on the progress their children have made since starting with the childminder. They value the regular updates and photographs she shares of their children's learning and how to continue it at home.
- The childminder reflects and reviews her practice regularly. She plans for the future to offer children a wide range of opportunities. For example, the childminder plans to help children develop relationships with residents in the local care home to help support their understanding of the needs of others.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant regularly update their safeguarding knowledge. They are alert to any signs that may show a child is at risk of harm and know how to report them in a timely manner. The childminder and her assistant are clear on procedures to follow if they have any concerns around any safeguarding issues such as radicalisation. The childminder has a good understanding of what to do in the event an allegation being made about her, or her assistant. She completes risk assessments of her home and removes any hazards to ensure it is a safe place for children to attend.

## What does the setting need to do to improve?

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

- develop teaching so that every opportunity is used to promote children's independence
- plan and implement the curriculum with greater precision to focus more sharply on outdoor learning.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY334719                                                                          |
| <b>Local authority</b>                             | Medway                                                                            |
| <b>Inspection number</b>                           | 10264279                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 10                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 6                                                                                 |
| <b>Date of previous inspection</b>                 | 9 June 2017                                                                       |

## Information about this early years setting

The childminder registered in 2006. She lives in Gillingham, Kent. She operates between the hours of 7am and 5.30pm, five days a week, all year round. The childminder works with an assistant. She receives 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 in their evaluation of the setting.
- 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 inspection looked at relevant documentation, including suitability checks and paediatric first-aid certificates.
- The inspector held discussions with the childminder about how she plans to support the individual learning needs of the children.
- The inspector spoke with parents and reviewed their written views 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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