

Childminder report

Inspection date: 7 October 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 are content and settled in this welcoming environment. The childminder has established effective settling-in procedures to help build children's confidence. Children enjoy attending and benefit from the warm interactions they receive from the childminder. They understand the daily routines, which gives them a sense of security and the confidence to lead their play. For example, children independently select additional resources, such as containers and scoops, to use in the sand tray. The childminder makes good use of spontaneous events. For instance, the children look at the colours of the ladybird they spot climbing on the sand tray.

The childminder uses focused praise effectively. She encourages children and recognises their achievements. For example, the children are eager to help tidy up the building blocks before going outside to play. They proudly show off the star stickers they receive for being helpful. The childminder supports children effectively in developing good manners. For instance, they are very kind to their friends as they share the play dough so their friends can join the activity. Children's behaviour is good and appropriate for their age.

The childminder recognises the importance of enabling children to play and investigate outdoors. She takes the children on walks to explore nature and the world around them. The childminder teaches the children about seasons. For instance, she encourages children to look at the colours of the leaves on the trees, and they inform the childminder that it is autumn.

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

- The childminder has a clear emphasis on developing her practice. She has addressed recommendations set at her previous inspection. For instance, she carries out research to keep her knowledge and practice up to date. This helps to ensure that she is aware of any changes to legal requirements.
- Communication and language are a strong focus for the childminder. The children are learning to become confident communicators. The childminder positively engages children in conversations to support and extend their vocabulary. For instance, she points out the curve of the arch and the points of the triangle. The children are eager to join in singing songs. They particularly like the pumpkin song the childminder has made up. These interactions have a positive impact on children's speech development.
- The childminder has a clear intent for children's learning. She offers child-focused experiences through a well-sequenced curriculum. For instance, children learn about opposites, such as narrow and wide, up and down. The childminder uses demonstration to support children to understand the differences. For instance, the childminder encourages the children to identify which cup is full

and which is empty as they pour the water between the cups. She helps children to develop their mathematical knowledge and skills.

- The childminder knows the children well. She provides a wide range of resources in the environment to focus the children's interests. For instance, children play with the farm set and identify the animals as they develop their imaginative play. However, at times, the childminder does not organise the environment effectively, and children are overwhelmed by the large number of resources available. As a result, children are not always able to fully engage with their chosen activity.
- Parents speak highly of the childminder. The childminder has established positive relationships with parents. She keeps parents informed of daily routines and activities to support home learning.
- Overall, the childminder supports children well. She plans activities based on the children's interests and the next steps in learning and development. However, she does not consistently engage with other settings that also provide care for the children. This does not help to promote continuity of care and learning for all children.
- The children learn to manage their own self-care. The childminder talks with them about germs as they wash their hands after using the toilet and before eating. They listen to instructions as the childminder supports them in putting on their coats and wellington boots ready to go outside. The children gain a sense of achievement as they develop their independence.
- The childminder offers children opportunities to develop their fine and gross motor skills. For instance, children use pencils and crayons on paper and sticks in the sand to make patterns. They have a range of opportunities to practise using a wide range of tools. Outdoors, the childminder encourages children to ride bicycles and run around. This helps to develop their coordination and muscle strength.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- review and improve the organisation of the learning environment to support children to make choices and to concentrate fully on activities
- strengthen the partnerships with other settings children attend to promote greater continuity of learning.

Setting details

Unique reference number	EY343560
Local authority	Medway
Inspection number	10364236
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	3 to 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	31 January 2019

Information about this early years setting

The childminder registered in 2006. She lives in Rochester, Kent. The childminder operates Monday to Friday, from 9am to 3pm, during term time only. She provides funded early education for children aged three years.

Information about this inspection

Inspector

Sara Garrity

Inspection activities

- The childminder and inspector discussed how the childminder organises the early years provision, including the daily routines.
- The inspector observed the childminder's interactions with the children.
- A joint observation was carried out. The childminder gave the inspector feedback about what had been learned during the observed activity.
- The inspector conducted professional discussions with the childminder, including discussions relating to her safeguarding knowledge.
- The childminder provided the inspector with a sample of key documentation, including evidence of the suitability of household members and her paediatric first-aid certificate.
- The inspector considered the views of parents through face-to-face discussions.

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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