

Childminder report

Inspection date: 29 June 2023

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

The childminder works closely with her assistant, using her home-from-home environment effectively to help settle children. She places a strong emphasis on supporting children's emotional well-being, ensuring children feel safe and comfortable. As a result, children show high levels of confidence as they freely explore their surroundings.

The childminder effectively supports children to develop their skills in turn-taking. For example, she provides encouragement as children learn to wait their turn while they play a matching card game. The childminder has high expectations for all children. She acts as a good role model, providing cuddles, reassurance and praise throughout the day. Children develop good friendships as they show affection towards one another. For example, older children give younger children cuddles when they become upset.

The childminder provides opportunities for children to learn many new skills. For example, she encourages them to engage in a cooking activity where they make their own pizzas. Children develop their hand-to-eye coordination as they carefully grate the cheese. This activity promotes thoughtful discussions. For example, children enjoy talking about the different ingredients and toppings they are going to use. The childminder's assistant challenges children as she questions what shape pizza they are going to make.

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

- The childminder develops good relationships with the children. She talks confidently about children's levels of development and the progress they make. The childminder liaises with external professionals, such as the health visitor, and makes referrals for children when necessary. This helps to ensure children with special educational needs and/or disabilities receive the support they need to continue to make good progress in their learning.
- The childminder recognises the importance of supporting children's communication and language skills. She speaks to children calmly, repeating words back to them, and uses questions to find out what children already know. The childminder plans activities to introduce new words and vocabulary to children. For example, as they explore sensory bags including jelly, pasta and water, she asks them to identify which ones are 'hard' and 'soft'. As a result, children are making good progress with their speech.
- Children develop a sense of right and wrong. The childminder promotes positive behaviour, reminding children of the importance of sharing and using 'kind hands'. However, at times, the childminder does not always give children clear messages about the expectations. For example, she regularly reminds them to

sit on chairs, but then uses chairs for children to stand on during a baking activity. Therefore, children are not developing a secure understanding of why behavioural rules are in place.

- Children develop a good knowledge of mathematics. The childminder plans activities which teach children to categorise objects by their shape. For example, she provides resources to challenge children to match stickers to the correct shape. Children show high levels of concentration as they think carefully about where to place the stickers. The childminder provides support and gently corrects children, encouraging them to try again if they are unsure.
- Children develop positive attitudes towards their learning. They eagerly join in with adult-led group activities. For example, children become engrossed in exploring the sensory bags they have helped to make. They engage in conversations with the childminder, talking about the different colours and textures. However, the organisation of resources within the environment does not always support children to learn through child-led play. Therefore, occasionally, children spend time wandering around while the childminder is busy attending to the youngest children's needs. This restricts children in becoming independent learners.
- Children have opportunities to develop their muscle strength, balance and coordination. They visits places within the local area, such as the park, and attend weekly playgroup and gymnastics classes. These opportunities also encourage children to interact and meet other groups of children, helping them to build on their social skills.
- Parents are very pleased with the progress their children have made since attending the setting. They comment specifically on children's improving development in their speech and communication. Parents feel well informed about their children's daily activities. This helps parents to be well informed about their children's interests and areas of learning. Overall, partnerships with parents are strong.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed online safeguarding training to ensure her knowledge is kept up to date. This helps to ensure she is confident in recognising the potential signs and symptoms of abuse. The childminder understands her legal duty to report any concerns and protect children from harm. She has procedures in place to follow if an allegation is made against herself, her assistant or a family member living in her household. The childminder carries out daily checks within her environment to ensure any potential risks or hazards are identified.

What does the setting need to do to improve?

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

- provide children with clear and consistent explanations about behavioural expectations
- organise children's indoor play environment to enable them to become more independent learners.

Setting details

Unique reference number	EY361787
Local authority	Medway
Inspection number	10295395
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	8
Date of previous inspection	7 December 2017

Information about this early years setting

The childminder registered in 2007 and is located in Chatham, Kent. She offers care from 7.30am to 5pm, Monday to Friday, all year round. The childminder has a relevant level 3 qualification and works with an assistant.

Information about this inspection

Inspector

Jasmine Nelson

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 childminder.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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