

Childminder report

Inspection date:

25 November 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

All children settle well in the care of the childminder and her assistant and show that they feel safe and secure. The childminder offers an individualised settling-in process for children. The childminder gathers a wealth of information from parents about children's current levels of development and interests. They use this and their own observations to plan for what children need to learn next. Children gain a secure knowledge of kindness and tolerance of others. The childminder actively supports children's awareness of community and others. For example, they made a harvest collection, which they then distributed to those in need in their local community. They also support children's charities and help children to learn about those less fortunate than themselves or those who need additional support.

Children develop a good understanding of technology and how things work. For example, they use the camera to take turns in taking pictures of their friends. They also look at photograph books of their friends and family members. This enables children to talk about those people important to them and strengthens their sense of belonging. Children learn to persevere at their chosen task. When they explain that they cannot do something, the childminder demonstrates visually how they can achieve their goal. This means that children succeed and build confidence and pride in their achievements.

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

- The childminder and her assistant clearly understand what children know, understand and can do. They actively identify what children need to learn next and plan effectively to help children make good developmental progress. The childminder successfully plans the environment to allow children to be independent in leading their play and learning experiences.
- Children understand about the need to adopt a healthy lifestyle. They can quickly identify which foods are healthy and which are not. For instance, they point to the picture board displaying differing foods and note that the apples are healthy and that the fizzy drinks are unhealthy.
- Children actively join in with nursery rhymes, singing the words and doing the actions. They enjoy songs such as 'The Wheels on the Bus' and show that they have learned the words and action as part of previous learning. This supports children's speaking and language skills and their physical development.
- Children seek support from the childminder or the assistant to help them to resolve disputes. For example, when another child took their toy, they asked the assistant for help, who stepped in and modelled effectively to come to a mutual agreement. However, there are inconsistencies in the explanations they give to children to help them further understand the reasons why they must not do something or what the consequences may be.

- Children thoroughly enjoy outdoor play and learn to move along on a scooter and ride on the cars. They work with each other to piece together the play mat, turning each section around until it fits in place. Children also have opportunities for mark making in the garden, where they use chunky chalks on the patio.
- Children enjoy demonstrating their skills, such as showing how high they can jump. They relish in the praise they receive, which in turn encourages them to do this again and again. This enhances children's confidence and self-esteem.
- Children happily help to tidy away toys and resources and know where things go. They are quite particular about putting the doctor's kit in the right case and are able to distinguish the tools.
- The childminder and her assistant ask relevant questions to enhance children's thinking and speaking skills. For example, they explore what noises animals make, to bring activities to life and enhance children's knowledge of other living things.
- The childminder is not always fully successful in making sure that activities she plans capture children's interest. Some children occasionally lose interest early on in the activity. This does not further extend children's concentration levels.
- The childminder makes well-targeted improvements to the setting and undertakes further training. For example, they have plans to alter the environment to further support children moving on to pre-school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a secure knowledge of their role and responsibilities with regard to safeguarding. They know how to refer any child protection concerns about a child and family. The childminder risk assesses her home effectively to minimise any hazards so that children remain safe in her care. Her assistant also plays an active role in this, as she undertakes daily assessments of the environment. Children develop a good understanding of their own safety and that of others. For example, even at a young age, they fully understand the routines for emergency evacuation. This helps them to have a secure awareness of personal safety and that of others.

What does the setting need to do to improve?

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

- build on children's awareness of the consequences of their actions to further improve how they manage their behaviour
- use children's interests more successfully to help strengthen their levels of concentration during an activity.

Setting details

Unique reference number	EY388904
Local authority	Medway
Inspection number	10228485
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	10
Date of previous inspection	16 January 2017

Information about this early years setting

The childminder registered in 2009 and lives in Rainham, Kent. She has an assistant registered to work with her. The childminder offers care on weekdays, from 7am to 6pm, for most of the year. She receives funding to provide free early education for children aged two, three and four years. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Helen Penticost

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 childminder spoke to the inspector about her intentions for children's learning.
- Children interacted with the inspector throughout the inspection.
- The inspector took account of parents' views through discussions and written feedback.
- The inspector observed the quality of education being provided by the childminder and her assistant and assessed the impact of this on children's learning.
- The inspector jointly observed children as they were engaged in activities and discussed the learning that took place.

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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