

Childminder report

Inspection date:

17 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

Children come to this warm and welcoming home with excitement and enthusiasm. They leave their parents without a fuss and run to the specially designed cabin outside. They settle on an individual basis, which supports children to attach to the childminder and thrive. Children excitedly explore the stimulating resources. They choose what to do and confidently engage in activities. Children play independently for prolonged periods. For example, they scream with delight when they engage in various activities. They build shapes and happily make 'chocolate tea'. They try on rainbow spectacles and share from a wide variety of books.

Children have positive attitudes and good behaviour. The childminder role models values of care, responsibility and respect to the children in her care. They consistently demonstrate their understanding of these values. They share with their friends and check that they are okay; they also tidy up and take turns. Children develop strong independent self-care skills at an early age. They wash their hands before mealtimes, get their own lunchboxes and choose what to eat and help themselves. Even the youngest children get their own water bottles. The childminder uses snack time to support children to understand the importance of healthy eating. They discuss how certain foods give them energy and the importance of drinking water.

Parents are very happy with the provider. They talk of the amazing progress that their children have made since being with her. They report that her communication is strong and that the childminder uses a variety of means to tell them about their child. They report that their children have opportunities to build on their experiences from home through the daily trips into the community. Parents say that the childminder was a 'lifesaver' during the COVID-19 pandemic.

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

- The childminder supports children's communication and language skills well. Therefore, they are ready for the next stage of their education. She provides a language-rich environment by using every opportunity to talk, describe and narrate what the children are doing. For example, the childminder explores new and old vocabulary while she is helping children to recall rainbows and then discusses where they come from. She sings all the time and makes up songs to the delight of the children. She copies their babbling sounds and repeats words to them. This helps children to understand the structure of the English language and to learn new vocabulary.
- The childminder provides good opportunities for children to develop their literacy skills. She links stories to other activities and uses props to extend children's learning. For example, children go to the park to hunt for worms and collect

sticks, leaves and stones. When they return, they read books, such as 'Super Worm' and 'The Stick Man'. They paint the stones and use the leaves as a bedding for dinosaurs. The children know that the season is autumn, and they discuss the changes in the environment. This helps children to recall and develop their memories.

- Children use resources that develop their mathematical skills. For example, they enjoy a game with the childminder where they find and identify the shape of a brick and then build it into a tower. Children learn the names of the colours and shapes while they are counting and having fun. However, at times, the childminder does not offer the older children more challenging problem-solving activities, to further extend and deepen their understanding.
- The childminder takes children on walks to parks, lakes and to feed horses. They learn about wildlife as the childminder points out animals in their natural environment. For example, children report that they use stickers of owls and foxes. Then say that they have seen a fox but not an owl yet. They confidently talk about toadstools that look like lollies. They describe going to the woods to collect leaves to print with and stones to paint.
- The childminder is reflective in her practice. She is diligent in attending online training courses that benefit her children. She has a strong vision for her business that ensures children are her priority. For example, the childminder successfully identifies areas for improvement and then makes changes. She has built a cabin at the end of her back garden. This warm and inviting space, with its own toilet and washing facilities, is an exciting place for children to explore safely.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of safeguarding. She takes full responsibility for ensuring children's safety. She is aware of the possible signs and symptoms of abuse. The childminder knows where to report any concerns. She trains in paediatric first aid. The childminder accesses training to ensure that her safeguarding knowledge is up to date. The childminder completes risk assessments and then addresses any issues. Children learn how to keep themselves safe. This is because the childminder tells them about all aspects of safety, including taking shoes off inside to minimise the spread of germs. She has a small dog, who give the children 'therapy'. The childminder risk assesses her pet to ensure the children's safety.

What does the setting need to do to improve?

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

- extend opportunities for children to think and problem solve for themselves

during activities.

Setting details

Unique reference number	EY407024
Local authority	Medway
Inspection number	10228524
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	5
Number of children on roll	4
Date of previous inspection	16 November 2016

Information about this early years setting

The childminder registered in 2010. She lives in Strood, near Rochester, Kent. The childminder operates Monday to Friday, 7am to 6pm, for most of the year, with the exception of bank holidays and family holidays. The childminder provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Kay Beckwith

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 her provision. She explained her curriculum and how she helps children to learn.
- The inspector and the childminder engaged in a joint observation.
- The inspector listened to children and parents. The inspector took their views into account in their evaluation of the setting.
- The inspector observed the quality of interactions between the childminder and children and assessed the impact of these on children's learning.
- Key documents were scrutinised by the inspector.

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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