

Childminder report

Inspection date:

6 September 2022

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 very happy and comfortable in the childminder's welcoming home. They leave their parents at the door and enter the setting happily. Children move freely around the setting, exploring the well designed and engaging environment provided for them. They choose their own resources and toys.

Children form good relationship with the childminder who is nurturing and attentive. They feel confident to approach her for comfort and cuddles, demonstrating that they feel safe and secure. The childminder listens and responds intently to the children. They relish the praise and the encouragement that they continually receive from the childminder, which recognises their efforts and achievements. This contributes to the development of self-esteem, confidence and emotional well-being.

Children are self-confident and independent. They learn to manage their own self care. For example, younger children take their coats and shoes off independently. There are clear rules and routines in place. Children follow and respond to simple instructions. They assist with tasks, such as cutting fruit for their snack. This helps children to feel a sense of belonging. They know what is happening now and anticipate what comes next. For example, children know that it is nap time after lunch.

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

- The childminder is a passionate and dedicated practitioner. Children are at the heart of everything that she does. She draws on her knowledge and experience to support children's learning and development. The childminder is clear about what she wants children to learn next and fully understands their individual needs. She uses regular assessments and her knowledge of the children to plan activities that build on what the children can do and know. As a result, children make good progress in their learning and development. For instance, when identifying children that struggle with climbing, she plans a variety of climbing activities to support them.
- Overall, the childminder supports children's communication and language well. She uses books and regularly introduces new words. The childminder asks relevant questions to promote children's thinking skills. However, at times, she does not consistently allow children enough time to process, respond and work things out for themselves before answering herself. This can have an impact on children's attitude to learning, as they might feel less confident to explore, solve problems and ask and answer questions independently.
- The childminder promotes equality and diversity well. Children have good opportunities to learn about the wider world around them. Children go on trips

to the parks, art galleries, libraries and playgroups. For example, during a recent trip to the local art gallery, children met with a visually impaired artist. This further supports children's understanding of the diverse community they live in.

- Partnerships with parents are good. Parents speak highly about the childminder and the care their children receive. They are pleased with the progress that children make. Parents comment that they are kept informed regularly about their children's day-to-day activities and progress. The childminder works collaboratively with parents to support their children's development and learning, both at the setting and at home.
- Children benefit from healthy meals cooked for them by the childminder. The childminder talks to children about healthy eating and the importance of looking after their teeth. For example, she shows children how to brush and floss their teeth on a model mouth. Children gain a good understanding of healthy eating, and they adopt healthy habits.
- Children develop their early mathematics skills well. They engage in mathematical activities regularly. For example, children count spontaneously as they play with counters, lining them up. The childminder encourages children to identify shapes around the setting, pointing and naming shapes of familiar objects.
- The childminder acknowledges the importance of keeping her already good knowledge and understanding of childcare updated. She attends various relevant face-to-face and online courses, such as courses in relation to special educational needs and/or disabilities. This helps her to further support children's learning and development. The childminder describes how she looks for new ideas to extend the learning opportunities for children. For example, she is planning to attend forest-school training and develop her garden to further support children's resilience and physical skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good awareness of all aspects of safeguarding, including extremism, female genital mutilation and how to keep children safe online. She fully understands her role and responsibilities in keeping children safe from harm. She completes regular training to ensure her child protection knowledge remains up to date. She knows which procedures to follow and who to approach and report to when she has a concern about a child or an adult. The childminder carries out regular fire drills. Children play in a safe and secure environment and are closely supervised by the childminder.

What does the setting need to do to improve?

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

- allow children more time to process and respond to questions asked of them, giving them opportunities to work things out for themselves and extend their learning.

Setting details

Unique reference number	EY420696
Local authority	Medway
Inspection number	10144550
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	2 to 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	15 June 2016

Information about this early years setting

The childminder registered in 2011 and operates in Rochester, Kent. She provides care Monday to Friday, from 8am to 6.30pm. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Oshra Murphy

Inspection activities

- This is 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 this into account in her evaluation of the setting.
- The childminder showed the inspector the premises that are used for childminding and discussed how she ensures that they are safe and suitable.
- The inspector observed the interactions between the childminder and children and assessed the impact on children's learning and development.
- The inspector spoke to parents and also took account of their written views.
- The childminder provided the inspector with a sample of key documentation, including those relating to the suitability of adults living in the household, first aid and relevant policies and procedures.

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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