

Childminder report

Inspection date:

8 November 2022

Overall effectiveness	Good
------------------------------	-------------

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 are very happy at the setting. They are eager to join in with the engaging activities that the childminder carefully plans for them. For example, children who talk about fireworks go on to talk about the sounds they make and create their own sparkling firework pictures. Children are imaginative and enjoy acting out their fantasies. For instance, they bandage up their dolls as they become 'doctors'. Children have good opportunities to learn about other people outside of their own communities and experiences. This includes other cultures, countries and languages. For example, they learn about Muslim traditions and visit different places of worship, such as a Hindu temple.

Children are polite and behave well. For example, they play games that require them to take turns and wait patiently. Children are kind, caring and show empathy. They talk about how they are collecting items to donate to a charity to support families that are less fortunate than themselves. Children learn about the importance of healthy lifestyles. They talk about the importance of keeping their teeth healthy and clean as they engage in dentist role play. All children have good opportunities to develop their physical skills. For instance, they learn to move their bodies in different ways in regular yoga activities.

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

- The childminder gets to know all children well. This includes their individual personalities and what makes them unique. She routinely seeks their views and opinions to help her to fully understand what they like and dislike. This supports the childminder to plan activities that she knows will keep children engaged in their learning. The childminder supports all children to make good progress.
- The childminder establishes secure and trusting relationships with children. This helps them to settle quickly and confidently. Children develop a good sense of belonging and positive levels of well-being. Children enjoy the company of the childminder. For example, they initiate imaginative games and include her in their play.
- Overall, children have some opportunities to be independent. For example, they are encouraged to wash their own hands. However, at times, the childminder is a little too quick to complete tasks for them. This includes choosing their play and resources for them. Therefore, children do not currently have consistent opportunities to be even more independent.
- Overall, the childminder has a good understanding of all areas of learning. Children have good opportunities to learn mathematical language as they play. For instance, children compare the weight of the dolls that they play with. However, the childminder does not identify when children initiate an interest in early writing as they play. Therefore, she does not currently build on their

literacy skills even further.

- The childminder supports all children to develop good communication skills. For example, she consistently asks thought-provoking questions and gives them time to think and then respond. Children are confident to share their own thoughts and ideas. This includes making up their own narrative during role-play activities.
- The childminder establishes positive relationships with parents. She keeps them fully informed about their children's achievements and next steps in learning. The childminder communicates with parents daily and shares photos of their children and activity ideas with them. The childminder encourages parents to be fully involved in their children's learning.
- The childminder builds and maintains positive partnerships with staff at settings children also attend. For example, she regularly speaks to them and shares children's learning and achievements. The childminder provides a positive level of consistency to the children's shared care and learning experiences.
- The childminder evaluates her practice effectively. She reflects daily on how well she has engaged children in their experiences. The childminder fully includes the views and suggestions of children and parents into her plans. This helps them feel valued and listened to. The childminder uses her findings to support her future practice.
- The childminder is proactive in ensuring she builds on her already good knowledge and skills. For example, she regularly completes beneficial training. This includes developing her knowledge of how to help children manage their emotions and their feelings. As a result, children express themselves maturely and know what is expected of their behaviour.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure and confident knowledge of safeguarding and child protection. This includes having a full understanding of the signs and symptoms of abuse which may cause concern. The childminder knows who to contact to seek advice and how to follow up and raise any potential issues. This includes knowing how to manage any allegations raised against herself. The childminder completes thorough risk assessments to cover all areas of practice to help minimise any potential hazards. Children know how to keep themselves and others safe. For example, they learn that they must stay behind the yellow line at the train platform when waiting for a train.

What does the setting need to do to improve?

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

- provide more encouragement for children to develop their independence

- build on children's interest to support them to develop their early literacy skills even further.

Setting details

Unique reference number	EY427706
Local authority	Medway
Inspection number	10235548
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	6
Number of children on roll	4
Date of previous inspection	6 March 2017

Information about this early years setting

The childminder registered in 2011. She is located in Gillingham, Kent. She cares for children from Monday to Friday, from 8am to 6pm, term time only. The childminder receives funding to provide free early education for children aged three years old.

Information about this inspection

Inspector

Kelly Hawkins

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 inspector carried out a learning walk with the childminder. The inspector assessed the impact of the quality of interactions and the learning opportunities the childminder provides for children.
- The inspector viewed the indoor and outdoor learning environments.
- Written documentation was reviewed. This included safeguarding and child protection policies and procedures.
- During the inspection, the inspector spoke to the childminder and children at convenient times and considered their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022