

Childminder report

Inspection date:

7 February 2022

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Outstanding

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 are extremely well settled in the childminder's inspiring home. The childminder has high expectations and an exceptional knowledge of the individual children. As such, children develop exemplary relationships with the childminder. The childminder is exceptionally calm and attentive towards the children. She seamlessly promotes their sense of belonging and emotional well-being. Children thoroughly enjoy spending time together and show that they are happy, safe and settled.

Children are encouraged to go outside in all weathers. There is very good use of the outdoor environment, which is subtly divided into two areas to support and extend children's experiences. For example, children have ample opportunities to explore natural resources and a designated area for more physical activities, such as riding bicycles. Children became engrossed in their play as they used the highly impressive outside kitchen area. They scooped and weighed soil using scales, ready to make their 'rainbow cupcakes'. This provoked a conversation as whether to cook the cakes in the oven or in the microwave. Children flourish in their behaviour as they work together to problem solve and use exemplary manners without prompting throughout their play. Children are exceptionally kind to each other. For instance, they recognise when other children are sleeping and adjust their play accordingly. Children make good progress in their development.

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

- The childminder has developed a good curriculum based on the children's interests. She finds out from parents about their children's routines, interests and abilities before they start. The childminder uses the information she gathers through observations of children to provide meaningful experiences to help extend their learning further. The childminder builds strong partnerships with other professionals that support children and their families. She is knowledgeable in ensuring that children's individual needs are prioritised. For example, she has used funding to purchase wooden blocks. This supports children's open-ended play opportunities. All children, including children with special educational needs and/or disabilities, are prepared for their next stage of learning.
- The childminder regularly provides opportunities and resources to develop mathematical skills as part of the daily planned activities offered to children. For example, children talk about the different shapes they use in a painting activity. However, the childminder does not consistently challenge older children to extend their good mathematical language and problem-solving skills further.
- The childminder's approach to supporting children to understand their feelings and emotions is exemplary. For example, she skilfully encourages children to talk

about their changing emotions. They use play dough and small sticks to make different expressions on faces. Children describe their feelings and emotions exceptionally confidently. They show high levels of respect for others, and their behaviour is impressive.

- The childminder inspires children to be independent. Children show high levels of pride as they get themselves ready after outside play. For instance, young children confidently unfasten complex all-in-one suits and hang these up before they place their boots in a bucket indoors. Children tell visitors 'this is where you put your shoes'. They then proceed, without prompting, to wash their hands before they settle into their chosen play.
- The childminder provides all children with healthy home-cooked lunches, ensuring children receive a nutritious and well-balanced meal. Children persevere wonderfully as they serve their own food from large bowls. Young children skilfully use tongs to serve their pasta. Children thoroughly enjoy this social time and often have a second serving.
- The childminder is aware of the possible effects of the COVID-19 pandemic on children and their families. Although parents do not enter the home, the childminder ensures they are well informed about their children's day. She has adapted some routines and introduced a staggered drop off and collection for children. Furthermore, the childminder sends photographs to parents daily. Parents comment on how delighted they are with the care their children receive.
- The childminder reflects on her practice well. She has completed a range of courses to help ensure that she keeps up to date with training opportunities and initiatives. This has a good impact on the learning experiences she offers children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding and child protection procedures. She knows what to do if she has any concerns about a child's safety or welfare. The childminder is also familiar with wider safeguarding issues, such as exposure to extremist views and behaviours. The childminder implements detailed policies and procedures to keep children and her home safe. She carries out daily safety checks to help reduce hazards and minimise accidents. The childminder ensures that she supervises children at all times. She implements policies and procedures effectively to support her good practice.

What does the setting need to do to improve?

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

- incorporate more mathematical language into children's experiences and challenge older children to solve mathematical problems.

Setting details

Unique reference number	EY429059
Local authority	Medway
Inspection number	10074815
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 4
Total number of places	4
Number of children on roll	7
Date of previous inspection	22 March 2016

Information about this early years setting

The childminder registered in 2011 and lives in Chatham, Kent. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder is registered to provide funded education for two-, three- and four-year-old children. She holds an early years qualification at level 6.

Information about this inspection

Inspector

Kelly Lane

Inspection activities

- This was the first routine inspection the provider 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 her evaluation of the provider.
- The inspector viewed all areas of the home used by children.
- The inspector observed the quality of teaching, children's activities, and children's interactions with the childminder indoors and outdoors.
- The inspector held discussions with the childminder, including about the activities she provides and how she supports children's learning.
- The inspector obtained parents' views through written feedback.
- The childminder showed the inspector a range of documentation, including evidence of suitability checks for adults living in the home and her first-aid certificate.

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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