

# Childminder report

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Inspection date: 21 June 2024

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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|----------------------------------------------|-------------|
| Overall effectiveness at previous inspection | Outstanding |
|----------------------------------------------|-------------|

## What is it like to attend this early years setting?

### The provision is good

Children and their parents are warmly welcomed at this childminder's happy home. Children settle well and demonstrate that they are comfortable and content. Older children chatter excitedly with the childminder, for example about their recent birthday celebrations. Younger children babble happily as they explore role-play toys. The childminder is genuinely kind and gentle in her interactions with children. She frequently praises and encourages them. All children display high levels of emotional well-being. Children play very well together. Older children help younger children to find favourite books together.

The childminder effectively fosters children's positive attitudes to learning. By tapping into their interests, she engages and motivates them. She holds thoughtful conversations with children about the differences between sea creatures that they are interested in to extend and broaden their knowledge and understanding. She skilfully enhances children's language and vocabulary by sharing poems, rhymes, and books with them. Children have ample opportunities to develop their counting and mathematical skills. Older children engage in matching colours and numbers with puzzles. Younger children delight in discovering toys that either float or sink. The childminder ensures children have access to a wide variety of local groups that support their developing communicative, physical, and social skills. Children enjoy sharing their experiences from their gymnastics and creative sessions. All children make good progress.

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

- The childminder successfully promotes children's good behaviour. She encourages all children to join in when playing together. They share and take turns when making pretend meals in the role-play kitchen. Children know the routines well. They immediately respond when it is time to get ready for snack time and to go outside.
- The childminder knows her children very well. She helps them to make progress in their learning by setting next steps and tracking their development well. She shows genuine interest in what children say and do. She frequently cuddles, comforts and reassures them. Children who have recently started settle very well. Children demonstrate high levels of emotional security.
- Children benefit from a well organised environment that offers a variety of resources and games to stimulate them. Younger children maintain focus and concentration when exploring ride on toys and climbing equipment outside to develop their physical and perseverance skills. Older children delight in exploring crayons and pencils to create artwork which they proudly share with the childminder, who celebrates what they have done with them, showing interest and praising their achievements. This helps develop their creative skills and self-

esteem.

- The childminder positively promotes children's imagination and problem-solving skills effectively. Older children are encouraged to think about how they can stop crayons from melting in the sunshine. Meanwhile, younger children take joy in simulating phone calls to their families, which enhances their vocabulary development.
- Children are encouraged to keep themselves healthy and safe. They learn proper teeth cleaning techniques with extensive resources. Younger children are reminded about how to use the slide safely. However, at times, the childminder performs tasks for the children that they could try on their own, which would promote their growing independence skills.
- Children are developing strong language skills. The childminder is an excellent role model. For example, when older children show a fascination with penguins, she emphasises the 'P' sound to help them begin to learn letter sounds. Young children enjoy snuggling up with her to read a story together. The childminder successfully supports all children to become confident communicators.
- The childminder is hardworking and passionate about delivering high-quality care and education for children. She is devoted to pursuing additional training to enhance her knowledge and skills. She receives valuable support from the local authority and a local childminding network to keep her knowledge current. Additionally, she has developed effective links with local schools to support children's smooth transition.
- The childminder supports families very well. She offers flexible and adaptable care to help parents. For example, she offers doorstep drop offs to help working families. Communication with parents is good. The childminder shares information with them daily about what their children have been learning. Parents report that the childminder nurtures the whole family and that their children have made good progress.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## What does the setting need to do to improve?

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

- enhance opportunities for children, especially younger children, to do things for themselves to support their developing independence skills further.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY432029                                                                          |
| <b>Local authority</b>                             | Medway                                                                            |
| <b>Inspection number</b>                           | 10353585                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 2 to 11                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 7                                                                                 |
| <b>Date of previous inspection</b>                 | 31 October 2018                                                                   |

## Information about this early years setting

The childminder registered in 2011. She lives in Rainham, Medway, Kent. She cares for children Monday to Thursday from 7.30am to 5pm, and on Fridays from 7.30am to 3pm, all year round. The childminder receives funding to provide free early education for children aged two, three and four years. The childminder holds a relevant early years qualification at level 3.

## Information about this inspection

### Inspector

Victoria Salisbury

### 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 childminder talked to the inspector about what they want their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with 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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