

Childminder report

Inspection date: 11 July 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

Children benefit from a personalised transition to the childminder's home. She allows children to gently settle in over a number of sessions, ensuring they are prepared for the change. This supports children's emotional needs.

Children develop well in the care of the experienced childminder. She is attentive to their needs, which helps them feel safe and secure. Children are provided with high-quality experiences which help them to fully engage with their learning.

Children are given opportunities to learn new skills. For example, they use child-friendly knives to cut fruit at snack time. This helps them develop skills for the future. Children show they enjoy the company of the childminder and have built close attachments to her. They laugh and have fun playing shops. Children ask the childminder for support when needed, for example, when they put their shoes on to play outside.

Children regularly share and take turns in their play, and their behaviour is very good. For example, when playing in the garden with sand and water, they pass pipettes to their friends and help each other to fill them with water. They understand how to take care of the resources. For example, they engage in 'tidy-up time' and place the lids back on pens when they have finished using them.

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

- The childminder places high priority on children's communication and language development. She uses every opportunity during the day to teach children new words. For example, she introduces words such as 'curly' and 'straight' when playing as hairdressers. When a lorry parks outside the house, she engages children in discussions about how the mechanics work. This helps to increase their vocabulary.
- Mathematical concepts are woven throughout the childminder's practice. She regularly counts during the day, for example, when using money and paying while playing shops. She introduces shape matching while playing with toy fish in the garden. These experiences increase children's understanding and knowledge of mathematical language.
- The childminder provides some opportunities for children to learn about the world around them. However, she does not consistently help children to deepen their understanding of people and communities outside their own.
- The childminder has high expectations for children's behaviour. For example, children are taught good manners when playing and during mealtimes, such as saying 'please' and 'thank you'. They benefit from secure daily routines and consistent boundaries. This helps children to understand what is expected of

them.

- The childminder has a good understanding of children's learning. She plans the play environment using children's interests and allows children to make independent choices in their learning. She regularly observes children and plans appropriate next steps in their learning. As a result, children, including those with special educational needs and/or disabilities, make good progress from their starting points.
- The childminder supports children to learn the importance of healthy lifestyles. They have individual water bottles to hydrate themselves freely during the day and when eating. At snack and mealtimes, children are offered fresh fruit and vegetables. They understand good hygiene and to wash their hands. Children gain good physical skills. For example, they have regular access to the slide and climbing frame in the garden, and they frequently visit the park to play.
- Partnership with parents is good. Parents comment that they are happy with the service provided by the childminder and their children are making good progress. The childminder provides parents with regular photos and information on their children's progress. However, she is not consistent in sharing ideas to help children continue learning at home.
- The childminder observes, evaluates and reflects on her practice. She also invites parents to share their views. As a result of this, she makes changes to the learning environment. For example, after observing how children were playing, she included a role-play area in two rooms. Parents commented that they would like messy play for their children, which the childminder then introduced more regularly. The changes she made allow children to fully engage in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She can identify signs and symptoms which may show a child is at risk of harm. She monitors children's attendance and has effective knowledge of wider safeguarding concerns. The childminder knows to act swiftly if she has any concerns regarding a child's safety, and how to make a referral to the local safeguarding partnership. The childminder carries out risk assessments to ensure children play in a safe learning environment. She teaches children how to keep themselves safe by reminding them of dangers. For example, she reminds them to hold the ladder when climbing up the slide.

What does the setting need to do to improve?

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

- provide children with further opportunities and experiences to deepen their

- knowledge and understanding of communities outside their own
- share more ideas with parents to continue children's learning at home.

Setting details

Unique reference number	EY447262
Local authority	Medway
Inspection number	10228670
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 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	28 September 2016

Information about this early years setting

The childminder registered in 2012. She lives in Chatham, Kent. The childminder operates Monday to Thursday, 7am to 5pm, and on Friday from 7am to 9am, and 3.15pm to 5pm. She opens for most of the year, with the exception of bank holidays and family holidays.

Information about this inspection

Inspector

Janine Scott

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 around the areas of her home she uses for childminding. She explained how she keeps children safe.
- The inspector observed interactions between the childminder and children, both indoors and outdoors.
- The childminder and inspector completed a joint observation and evaluated the children's learning and development.
- Parents shared their views on the childminder's provision through written feedback.
- The childminder shared relevant documentation with the inspector, including suitability checks and a 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.

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