

Childminder report

Inspection date: 14 June 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 feel safe and secure in this extremely calm setting. They enjoy having the freedom to explore their surroundings and follow their interests during play. For example, children are engrossed in filling, emptying and pouring different-sized containers with bird seed. This shows children have positive attitudes towards learning, which allows them to make progress in their development. Children have well-established, strong relationships with the childminder and her assistants. They take pleasure in sharing their achievements and receive plenty of praise when doing so. For example, children display a strong sense of pride and achievement as they create caterpillars using scissors and coloured paper. This shows children's well-being is very high.

Children display high levels of respect. The childminder has high expectations for children's behaviour. This is reflected in children's level of engagement. Children happily take part in group activities and demonstrate a good understanding of the routine. For example, they regularly enjoy singing along to their favourite nursery rhymes after mealtimes.

Children follow good hygiene practices and are beginning to learn about healthy lifestyles. They know to wash their hands before and after mealtimes and are broadening their knowledge of healthier food choices. For example, children enjoy talking about the different types of fruit they like, such as blueberries. This supports children in developing positive attitudes towards trying new foods.

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

- The childminder and her assistants know the children extremely well and can identify areas within their learning they are currently working on. For example, the babies are developing their core strength and practising large physical movements to support their physical development. Older children are developing their independence in preparation for starting school.
- The childminder and her assistants create enjoyable, exciting opportunities and activities to engage children's interests. For example, children made bug hotels, introduced real-life caterpillars and went on a trip to the library to gather new books about bugs. These opportunities extended children's interest in insects and engaged them in new learning. However, the childminder and her assistants are not consistent in maximising learning opportunities to fully embed children's understanding.
- Children are supported in developing their communication and language by having opportunities to share ideas and make their own choices. The childminder and her assistants ask children questions to develop their confidence in communicating their wants and needs. For example, they ask if they would

like a drink of water. However, at times, children do not always have sufficient time to think and respond to the questions.

- The childminder and her assistants provide children with constant praise and encouragement. This allows children to develop their self-esteem, confidence and emotional well-being. As a result, children respond positively to adults, listen intently and can confidently follow simple instructions.
- The childminder and her assistants offer children a variety of opportunities to support their physical development. Children enjoy playing in the garden throughout the day. They confidently use the ride-along equipment, supporting their balance and coordination. Children also take part in regular outings and walks around the local area, which develops their physical strength.
- The childminder and her assistants are confident in identifying any gaps in children's learning. They can provide effective additional support to any children with special educational needs and/or disabilities, and they know to seek support from local agencies if required.
- Parents report that they have extremely positive relationships with the childminder and her assistants. They enjoy receiving information about the learning children have engaged in, and they actively try to extend this at home. Parents feel that their children make exceptional progress in their development. They are committed to sending their children to this setting.
- The childminder is reflective in her practice. She provides sufficient support to her assistants to ensure children receive high-quality care. The childminder engages in regular online training, which allows her to stay up to date and enhance the opportunities available to children. She can also identify current areas she is working on to continue to make improvements for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a detailed understanding of potential safeguarding concerns. She can clearly identify the signs and symptoms of abuse and understands a wide range of safeguarding aspects, such as the 'Prevent' duty and female genital mutilation. She knows the procedures to follow and is confident in contacting local agencies if she has concerns about a child. She also knows what steps to take if an allegation was made about her assistants or a member of her family. The childminder engages in regular safeguarding training to ensure her knowledge is up to date and completes regular suitability checks for her assistants. She understands her responsibility to safeguard children.

What does the setting need to do to improve?

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

- develop skills further to consistently extend and reinforce children's

- understanding during activities, to help them make the best possible progress
- give children more time to think and respond to questions, to further support their communication and language development.

Setting details

Unique reference number	EY480296
Local authority	Medway
Inspection number	10228924
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 4
Total number of places	9
Number of children on roll	17
Date of previous inspection	31 January 2017

Information about this early years setting

The childminder registered in 2014 and is located in Rochester, Kent. She operates Monday to Friday, from 8am until 6pm, for most of the year. The childminder has a relevant childcare qualification at level 6 and works with two assistants who have relevant childcare qualifications. The childminder is in receipt of funding to provide free early education for three- and four-year-old children.

Information about this inspection

Inspector

Jasmine Nelson

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 their evaluation of the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between the childminder, her assistants and children.
- Parents shared their views on the setting with the inspector by email.
- The childminder provided the inspector with a sample of key documents on request.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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