

# Childminder report

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Inspection date: 3 November 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### The provision is good

Children have a warm bond with the childminder and show they feel happy and secure in her care. The childminder provides a safe, welcoming, and homely environment. Children make independent decisions about what to play with from a range of resources and activities.

Children have good opportunities to develop their independence. For example, they learn to do things for themselves, such as putting on their own shoes for outdoor play and placing them by the front door when they return indoors. The childminder gives children encouragement, such as to help tidy away toys, and praises them for their efforts. The childminder has high expectations for children's behaviour. Children behave well and use good manners.

Children are learning how to lead a healthy lifestyle. The childminder encourages them to be physically active and ensures they follow good hygiene routines, such as washing their hands regularly. The childminder promotes children's awareness of healthy food choices. For example, the children know what foods are healthy and engage in discussions about healthy foods during their play and mealtimes. They know to drink plenty of water to stay hydrated. Children confidently develop the skills they need for their future learning.

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

- Children develop a good understanding of diversity beyond their immediate family. For example, the environment includes positive cultural images, books, and role-play resources to explore. Children enjoy learning about different festivals and celebrations from around the world, such as Australia day.
- The childminder takes children on outings to various places of interest, such as wildlife parks and local play parks. Children are developing good social skills and enjoy learning about the world around them.
- The childminder engages in play and activities with the children. She asks questions and encourages children to work things out for themselves. This enables them to think in detail and draw on previous knowledge. For example, children are encouraged to focus during a game where they have to stack and balance small rounded blocks. The childminder encourages children to make predictions on what might happen, depending on where the balancing blocks are placed. Children are developing good concentration skills and good perseverance skills.
- The childminder is kind, nurturing, and responsive to the children's needs. She provides children with lots of opportunities to develop their early mathematical skills. For instance, she effectively teaches children how to count within activities and learn about concepts, such as size and number. The childminder supports

children's early communication skills well. She clearly emphasises keywords within her interactions, introduces new vocabulary, and models the correct pronunciation of words. This helps to support children's understanding and speaking skills.

- The childminder is confident in her knowledge of what she wants children to learn. She knows the children well, how they are progressing and what they need to learn next. The childminder provides a varied curriculum that incorporates the children's interests and needs. However, she has not fully developed partnerships with the other settings children attend. This means they do not consistently work together to support children in their next stages of learning and development.
- The childminder works closely with parents from the outset, gathering lots of information to build a clear picture of children's needs. She maintains a regular two-way flow of information with parents about children's care and learning, through daily messages and discussions.
- The childminder reviews her activities and resources regularly. She checks that she is offering children a variety of opportunities that help to promote their learning and prepare them for the future. The childminder ensures that statutory training is updated. However, she has not explored ways to further extend her knowledge, to continually raise the quality of her teaching.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role in safeguarding children. She demonstrates a good knowledge of identifying the signs and symptoms, which may indicate that children are at risk of harm. The childminder completes training to refresh her safeguarding knowledge, which includes wider safeguarding issues, such as radicalisation. She has a detailed safeguarding policy with relevant contact numbers that she can access when necessary. The childminder regularly assesses her home to ensure she provides a safe environment for children.

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

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

- develop partnership working with other settings children attend to consistently support children's next steps in learning
- explore more ways to broaden skills and knowledge, to continually enhance the quality of teaching.

## Setting details

<b>Unique reference number</b>	EY560298
<b>Local authority</b>	Medway
<b>Inspection number</b>	10190510
<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>	3 to 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018. She works from her home in Gillingham, Kent. She provides care Monday to Friday all day, term time only. The childminder is qualified to level 3.

## Information about this inspection

### Inspector

Kimberley Luckham

### 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 her evaluation of the setting.
- The childminder and the inspector had a learning walk and tour of the premises.
- The inspector observed the interactions between the childminder and children and evaluated the impact on children's learning.
- Relevant documentation was reviewed by the inspector, including evidence of the childminder's training.
- Parents' written views were taken account of by the inspector.
- The inspector held discussions with the childminder and children at appropriate times during the inspection

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

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