

# Childminder report

---

Inspection date: 31 March 2022

<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	Good
--	------

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

### The provision is good

Children happily leave their parents and settle quickly in to the friendly childminder's home-from-home environment. They form trusting relationships with her, which gives them a good sense of security. Children demonstrate that they are emotionally secure in the childminder's care. They smile and regularly snuggle up to her for comfort and reassurance. Children show high levels of confidence as they explore the resources readily available to them. They select toys to play with and books to look at for themselves. For instance, children choose books and look at these independently in the comfy reading tent.

Children learn daily routines and are starting to recognise what will happen next. Children are aware of when mealtimes are. They are eager to sit at the table alongside their friends and look forward to the meals provided. The childminder is attentive to each child's individual needs. She ensures children are offered a snack when they are hungry and supports the youngest of children when using a spoon. Children are beginning to learn about where their food comes from as they grow potatoes and tomatoes in the greenhouse. They observe the changes to their produce and enjoy tasting what they have grown.

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

- The childminder gives children's emotional well-being a high priority. She recognises that children need extra care and support after the COVID-19 pandemic. For instance, she encourages parents to provide family photographs that she uses to help children settle in as they talk about their families.
- The childminder demonstrates that she knows the children and their families well, despite the fact that they are relatively new to the setting. She has effective systems in place to identify what children already know and can do. The childminder quickly identifies gaps in children's learning and takes appropriate action to support children's development.
- Children have plenty of opportunities to choose what they want to do. The childminder ensures that toys of interest, such as trains and train track are readily available. However, the planned learning experiences she offers do not always suit the individual needs and abilities of the children.
- The childminder supports all children well, including those with special educational needs and/or disabilities. She works closely with parents and outside agencies to help meet children's needs. For example, the childminder seeks advice and guidance from speech and language therapists to inform targeted focus plans for children. As a result, all children progress in their learning.
- The childminder supports children's speech and language development well. She continuously talks with children about what she is doing and provides a narrative as they play. The childminder introduces vocabulary daily. However, the

childminder does not focus as much on developing the children's literacy skills. She misses opportunities to read stories and sing rhymes with the children to further promote their communication and language skills.

- The childminder is attentive to children's care needs. She gently talks to and asks their permission before changing their nappies and cuddles them to sleep. As a result, children feel safe and secure in her care.
- The childminder frequently acknowledges children's efforts and gives them praise. Children receive good levels of support to understand the behaviour expected of them. For example, when conflicts arise during play, the childminder intervenes and gives explanations as to why their behaviour is inappropriate. As a result, children are beginning to learn to share and take turns with their peers.
- Children are provided with freshly prepared healthy and nutritious meals daily. They sit together to eat and learn how to socially behave at mealtimes. The childminder role models good manners, such as using 'please' and 'thank you'.
- The childminder has established positive relationships with parents. They praise the childminder highly and describe her as 'patient, calm and caring'. Parents receive a daily handover and regular updates on their children's development. They feel well informed and included.
- The childminder is reflective of her own practice. She recognises further training that could enhance her professional development even further and promote the care and education that she offers children.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her responsibility to keep children safe. She is aware of signs and indicators of abuse. The childminder demonstrates a good understanding of the procedures to follow in the event of a concern or allegation being made against herself. The childminder has completed relevant safeguarding training that she updates frequently. The premises are safe and secure. The childminder knows how to reduce risks. For example, she carries out regular risk assessments both inside and outside of the home to make sure the environment is safe 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 planned learning experiences that are suited to the individual needs and abilities of all children
- help children to further develop their speaking and language skills through the use of stories and rhymes.

## Setting details

<b>Unique reference number</b>	EY437066
<b>Local authority</b>	Medway
<b>Inspection number</b>	10228600
<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>	1 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	19 September 2016

## Information about this early years setting

The childminder registered with Ofsted in 2011 and lives in Walderslade in Chatham, Kent. She operates for most of the year, Monday to Friday, from 8am to 5.30pm. The childminder holds a relevant childcare qualification at level 3.

## Information about this inspection

### Inspector

Laura Rigden

### Inspection activities

- This was the first routine inspection the childminder has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in her evaluation of the setting.
- The inspector viewed all areas of the home used for childminding, including the outside play space.
- The inspector spoke to the childminder about her intentions for the children's learning.
- The inspector observed the quality of learning during play and discussed the children's learning and development with the childminder.
- The inspector sampled relevant documentation and reviewed evidence of the suitability of both the childminder and those living at the premises.
- The inspector gathered parents' views both in person and through written feedback.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022