

# Childminder report

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Inspection date: 5 May 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	Not applicable

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

### The provision is good

Children who have recently started with the childminder begin to settle well. They quickly benefit from reassurance and demonstrate they feel happy, safe and secure in the childminder's care.

Children listen carefully to selected stories about caterpillars and ladybirds that relate to the childminder's curriculum about 'Spring and new beginnings'. They successfully make links across their learning. For instance, they study caterpillars in a jar and take part in first-hand scientific explorations of the life cycle of a butterfly. Children add the unfamiliar word 'Chrysalis' to their growing vocabulary. They learn to respect nature and living things. All children explore a range of movements to music and practise their physical skills. For example, they demonstrate a 'have a go' attitude to walking on tiptoes and wriggle excitedly on the floor like a caterpillar.

Children learn good social skills from the childminder, who has high expectations for their behaviour. For example, they are encouraged to say 'thank you' when their friends pass resources to them. Children are motivated by songs to go with routines. They receive praise and a sticker from the childminder when they work cooperatively together to help tidy up. Children develop confidence and good self-esteem.

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

- The childminder has just moved house and into the area. She is starting to develop positive relationships with parents and their children. The childminder is sensitive in dealing with children who are beginning to settle and help manage their emotions. She obtains information from parents about what their children already know and can do. This helps her create an accurate starting point. The childminder shares information about children's learning with their parents. This enables them to support their children's learning effectively at home.
- The childminder supports children's emerging communication and language skills effectively. She ensures that activities strengthen their understanding and vocabulary. For example, the childminder clearly labels everyday objects for younger children. She regularly repeats the words she wants them to learn. For example, younger children explore a nature box. They hear new words, such as 'leaves', 'catkins' and 'caterpillar'.
- The childminder provides good opportunities to children to develop their pen control ready for school. For example, children use pens to draw caterpillars and give meaning to the marks they make. This demonstrates what children have learned and the impact of the childminder's good teaching. However, the childminder does not always organise activities to allow children to fully explore

their own ideas and creativity and move around between them freely.

- Children enjoy imaginary play. They make a pretend cup of tea and offer the childminder play food on a plate. Children show sustained concentration and good coordination. Although the childminder supports children's emerging understanding of shapes and sizes during everyday activities, she does not fully capture opportunities to challenge older children's understanding of numbers.
- The childminder offers healthy food options at snack time. She considers the dietary needs of individual children. The childminder supports children's understanding of good oral health, such as showing them how to brush a toy crocodile's teeth. She ensures children regularly wash their hands and maintain good hygiene.
- The childminder understands how to support children to be physically active. They walk to nursery, play in the childminder's garden and have opportunities to go to the local park to promote their good health. Children begin to develop an understanding of the community in which they live.
- The childminder reflects regularly on her practice. She identifies that she would like to develop further ways to communicate effectively with parents. The childminder has a teaching qualification. She has attended specific training to extend her knowledge about working in the early years. The childminder's two assistants will join her when they are required. She has arranged to meet with other professionals at the local nursery that children attend. This is to ensure a consistent approach to support children's learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding and how to protect children in her care. She is aware of the signs and symptoms that may indicate a child is at risk of harm. The childminder has secure knowledge of local safeguarding procedures and where to report any concerns. She recognises how to identify those children that may develop extreme views or behaviours and knows the importance of monitoring children's attendance. Risk assessment is effective. For example, the childminder has erected a fence across the top of the garden to keep children safe from a pond.

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

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

- improve further the organisation of the environment to enable children to self-select activities to meet their needs and promote their own ideas and focus of learning
- strengthen children's mathematical skills further and develop a greater focus on the depth of numbers.

## Setting details

<b>Unique reference number</b>	2503355
<b>Local authority</b>	Medway
<b>Inspection number</b>	10207727
<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 2
<b>Total number of places</b>	4
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder lives in Rochester, Kent. The childminder has two registered assistants. The childminder provides care Monday to Friday from 7am to 6pm, all year around. She accepts funding for the free provision of education for children aged two, three and four years. The childminder holds qualified teacher status.

## Information about this inspection

### Inspector

Jane Winnan

### 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 inspector carried out a learning walk with the childminder to understand how the early years provision and the curriculum are organised.
- The inspector carried out a joint observation with the childminder.
- The inspector held discussions with the childminder and interacted with children at appropriate times during the inspection.
- A sample of documents was reviewed by the inspector, including the safeguarding children policy and complaints policy.
- The inspector read some comments from parents.

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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