

# Childminder report

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Inspection date: 7 June 2022

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**Overall effectiveness** **Good**

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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 are very settled and happy during their time with the childminder and her assistants. They display high levels of curiosity as they confidently explore their environment and enjoy making their own choices during play. Children have the freedom to move materials and resources to follow and extend their interests. For example, they enjoy transporting toy dinosaurs and cups into the sandpit to create a tea party. The children also enjoy using books to enhance their learning. For example, older children are keen to search for different bugs and insects around the garden. They learn about pollen and how to make honey.

Children demonstrate positive attitudes towards their learning. They are eager to join in and have fun as they become engrossed in water play. For example, babies enjoy the sensory experience of splashing in the water. Older children enjoy pouring, emptying and watching the water flow. Children are developing the skills they need in readiness for the next stage of their learning.

Children have a well-established routine and regularly take part in good hygiene practice. For example, they know to wash their hands before mealtimes and enjoy brushing their teeth after snack time. Children develop their independence and understanding of healthy food choices during mealtimes due to the self-service facilities available.

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

- The childminder creates an ambitious environment for children to engage in learning. Children have good opportunities to develop their curiosity and imagination through the use of a variety of natural resources. This allows children to be creative as they construct their own unique ideas during play. However, children do not have the same good opportunities to develop their recognition of numbers. This could have an impact on the progress they make in mathematics.
- The childminder has sound knowledge of how children learn and ensures that they make continuous progress in their development. The childminder can recognise and identify potential gaps in children's learning and provides support where needed, such as with communication and language. However, further support is required for children with limited speech in order for them to be able to communicate their interests.
- The childminder provides children with a variety of opportunities to enhance their physical development. Children spend time exploring the outdoor environment where they can run, jump and climb. Children have access to ride-on toys and resources to build obstacle courses to support their balance and coordination.

- The childminder has high expectations for children's behaviour. Children receive positive praise and are provided with explanations to develop their understanding of behaviours. For example, children are asked about potential risks and discuss the importance of safety when climbing.
- The childminder provides children with healthy, balanced meals. Children are developing a positive attitude towards food and are given frequent opportunities to try new foods and broaden their preferences.
- The childminder is very reflective in her practice as she is able to identify what works well and can make effective changes if improvements need to be made. She regularly engages in online training to enhance the opportunities available to children. The childminder provides effective support for her assistants and actively encourages them to build on their professional development.
- The childminder has a detailed understanding of children's development and can confidently identify any gaps in their learning. She knows how to seek support from local agencies to ensure that any children who may have special educational additional needs and/or disabilities receive the support they require.
- The childminder has excellent relationships with parents. Parents have long-lasting, trusting relationships with the childminder and are committed to her. Parents have regular communication and receive detailed information regarding their child's development and progress. Parents actively engage in extending children's learning at home through the support of the childminder.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has robust safeguarding knowledge and a good understanding of the potential risks to children. She has a detailed awareness of the signs and symptoms of abuse and of the risks of extreme views. The childminder knows who to contact if she has concerns about a child. She understands what she must do if an allegation is made against herself, an assistant or another adult living or working in the household.

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

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

- develop opportunities for children to communicate and share their views through the use of visual cues
- increase opportunities for children to recognise numerals and link them to the correct amounts in their play.

## Setting details

<b>Unique reference number</b>	EY422870
<b>Local authority</b>	Medway
<b>Inspection number</b>	10228558
<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>	10
<b>Number of children on roll</b>	15
<b>Date of previous inspection</b>	8 December 2016

## Information about this early years setting

The childminder registered in 2011 and lives in Upper Halling, near Rochester, Kent. She operates all year round from 7.30am to 6.30pm, Monday to Friday. The childminder holds an appropriate qualification at level 3. She works with two assistants. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Jasmine Nelson

## 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 and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder, her assistants and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation 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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