

Childminder report

Inspection date: 8 June 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children are very settled and content in the childminder's care. The childminder takes time to learn children's routines and she knows how they sleep and what food they enjoy. Children build good relationships with her. They go to her and enjoy a cuddle when they need comfort. These are key focuses of the childminder's curriculum, which has a positive impact on children's personal, social and emotional development.

Children have good relationships with each other and learn to consider others as they play. For example, the childminder helps young children to take turns and learn how to climb up the slide and share when using the bikes and cars. The childminder ensures that children have opportunities to play with other children outside of her setting, such as when she meets with other childminders. As a result, children develop good social skills, are confident and behave well. Children enjoy using the open space the childminder offers, both inside and outside. For instance, they freely move around, accessing toys and making choices in all areas.

During the COVID-19 pandemic, the childminder carefully planned how children could safely use her setting. Parents were able to drop children off safely within the social distancing guidance.

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

- The childminder plans a range of activities to help children extend their experiences. For example, they curiously explore dry rice and pasta in a tray and learn how to scoop it up with spoons and pour it. This supports their physical development. Young children become engrossed in the process. This helps children to build an interest in learning to help them be prepared for their next stage of learning at pre-school or school.
- Overall, the childminder supports children's communication and language well. For example, she shares stories with children and they are beginning to explore a range of different sounds, such as those that animals make. However, at times the childminder does not consistently role model language for younger children, so they learn the words to be able to answer her questions.
- Partnerships with parents are good. The childminder maintains good contact with parents about their children's care, well-being and development. Parents state that they know that their children are happy with the childminder and make good progress. The childminder has links with other settings that children attend. They have shared discussions about children's development. As a result, children receive good continuity of care and learning.
- The childminder knows individual children well. She has developed an appropriate system to ensure that she is aware of children's development and

the progress they make. This includes children who can speak more than one language. The childminder learns important phrases in children's other languages to successfully support them at her setting.

- Young children enjoy exploring music. For example, they bang on drums and shake bells. The childminder role models how to use the instruments effectively. She uses these times well to incorporate other areas of learning, such as mathematical development. The childminder introduces numbers to children as they play and praises children for trying to use new instruments.
- The childminder occasionally works with an assistant to support her at key times during the day. She knows the requirements and what she needs to have in place. The childminder ensures that he knows how her setting operates and the policies she has in place, such as safeguarding. She is confident that he is able to identify and share any concerns if they arise.
- Overall, the childminder knows that the children in her care make good progress. She shares good examples of areas where children have made progress. However, she has not considered further ways of challenging children to extend their skills to help them make even better progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role to safeguard children. She offers a safe environment. She has strict risk assessments in place, such as when children have contact with her dogs. The childminder has kept her knowledge up to date with recent developments in child protection. For example, she is aware of wider areas of safeguarding, such as county lines and 'cuckooing'. She knows what to do if she has concerns about a child's welfare. The childminder is aware of the action to take if an allegation is made against herself or a household member.

What does the setting need to do to improve?

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

- develop further support for younger children to provide more consistent role modelling of language to further develop their communication skills
- strengthen teaching to extend children's learning even more to support them to make the best possible progress.

Setting details

Unique reference number	103607
Local authority	Medway
Inspection number	10136121
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 6
Total number of places	6
Number of children on roll	8
Date of previous inspection	22 January 2016

Information about this early years setting

The childminder registered in 2000. She lives in Chatham, Kent. The childminder offers flexible care Monday to Friday all year except bank holidays and family holidays. She occasionally works with an assistant. The childminder holds an appropriate level 3 qualification. The childminder receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Sarah Taylor-Smith

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 showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector discussed a joint observation and the impact of this on children's learning.
- The inspector read feedback 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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