

Childminder report

Inspection date: 15 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children build strong and secure attachments with the caring childminder. They are extremely happy and flourish in a stimulating home-from-home environment. The childminder creates a personalised settling-in process to meet the needs of children and their family. This helps to ensure that children settle well according to their own care needs. Children benefit from a wide range of exciting activities that they freely access indoors and outdoors. They interact well with the childminder, who plays with them at their level and is warm and affectionate. Children relish the consistent praise and encouragement they receive from the childminder. This helps to build their confidence and motivation to have a go at new activities. For example, children are keen to experiment with different objects to see how far they can squirt water.

Children respond to the childminder's high expectations for behaviour. They listen to and respond well to her gentle interactions. Children are extremely polite and show wonderful manners. They say 'please' and 'thank you' without prompting and show care for their peers. Children's independence is supported well. They know where to store their shoes on arrival and help with preparation at mealtimes. Furthermore, they confidently wash their hands and tell the inspector that they need to wash their hands to stay clean. This helps children to develop their self-care skills.

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

- Children are motivated to explore and learn. The childminder creates a welcoming environment with a good range of learning opportunities for children. The childminder encourages children to count and identify different objects in the garden. Children begin to recognise shapes and colours when threading beads. However, some planned activities do not entirely promote the next stage for each child's learning. Therefore, some children lose interest during the activity and move on to choose their own activities.
- Children learn about leading healthy lifestyles. The childminder talks to children about healthy food choices and how it affects our bodies. Furthermore, she plans daily trips to local parks and play groups, in order for children to be active and experience a range of activities to develop their physical skills.
- The childminder keeps her knowledge up to date, and recently updated her safeguarding training. She works collaboratively with other childminders to share ideas, and she keeps up to date with changes in legislation. She reflects on her practice regularly and values feedback from children and parents to continue to improve her provision.
- The childminder has established good partnerships with parents and works with them to support children's care and learning needs. Parents comment that they

value the regular feedback they receive from the childminder about their children's experiences and progress.

- Overall, children develop good communication skills. The childminder recognises the importance of developing children's language skills from the start. She uses many ways to help develop children's vocabulary. For example, she provides a narrative as children play, role models new words and makes good use of singing to and with children. Children thrive from the childminder's positive interactions. They approach her to talk about something they have seen or made, such as the colours of traffic lights. However, at times, the childminder does not always use the opportunity to build on children's spontaneous interests to challenge their thinking to a higher level.
- Children learn about different faiths and cultures through using resources that represent different cultures. The childminder takes children on outings in the local community. For example, trips to the library help to widen children's experiences of family structures and cultural backgrounds within our society.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of child protection matters, including her responsibility to safeguard children in her care. She completes regular training and updates her knowledge through research. The childminder is able to identify the possible signs and symptoms that may indicate a child is at risk of harm. She knows the procedure to follow to raise concerns about a child's welfare. The childminder understands the possible dangers associated with use of the internet and takes action to help children and their families to understand these risks. The childminder carries out thorough risk assessments of her home and carefully supervises children when they go on outings. Children learn to keep themselves safe. For example, they learn the evacuation procedure in case of an emergency.

What does the setting need to do to improve?

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

- enhance the planning of adult-led activities to more fully reflect the interests and concentration levels of all children taking part
- make better use of opportunities that arise to build on children's ideas and discoveries as they play to extend their learning even further.

Setting details

Unique reference number	EY481686
Local authority	Medway
Inspection number	10219871
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	15 August 2016

Information about this early years setting

The childminder registered in 2014 and lives in Chatham, Kent. She operates her service all year round from 8am to 6pm, Monday to Friday.

Information about this inspection

Inspector

Nicky Chambers

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector listened to children, and took account of the views of parents from their written feedback.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation relating to the childminder's suitability, qualifications and insurance.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2022