

Childminder report

Inspection date: 7 October 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are emotionally secure and happy in the childminder's home. The settling procedure is different for each child. This helps them to form strong attachments and settle quickly. The childminder uses emotions dolls and matching dice to help children to act out their feelings. This supports them to deal with their frustrations and reduce their anxiety. Children play independently for long periods. The childminder provides a well-thought-out curriculum. She knows what she wants the children to learn. Children have good opportunities to enjoy exploring a variety of resources. These include number puzzles, problem-solving stacking games and mark making in a shallow sand tray. Children delight in investigating story sacks with props such as magnifying glasses.

Children express themselves creatively. They engage in enjoyable and interesting activities that trigger their curiosity. For example, the childminder sets up a seasonal display that stimulates their excitement about the time of year. She uses autumn leaves, pine cones and conkers that the children have collected to form the display. Children relish examining the mini vegetable shapes. They relate the items to books and stories about spiders and pumpkins. Children recall when they gathered leaves on recent walks in the woods. They choose items from their walks to stick and make a tree collage. Children find out how to use scissors safely. This helps to develop their hand-to-eye coordination.

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

- The childminder has continued to develop the provision since the last inspection. She provides many creative opportunities and allows the children to express themselves. Children choose from a variety of messy play activities. They make their choices and explore various mediums.
- The childminder knows the children very well and knows how to close any gaps in their learning. She challenges children and develops their communication and thinking skills. She encourages them to talk to her when they are playing or having a snack. However, the childminder does not extend children's language or vocabulary as fully as possible throughout the day. For example, she does not make full use of opportunities to introduce new words or help children build sentences so they make the best possible progress.
- Children practise physical skills in the large garden and on their daily outings. They go to soft-play areas and on long muddy walks in the local woods. They go out into the community regularly. This encourages children to understand their local environment.
- The childminder fosters children's independence. Children take themselves to the toilet. They confidently get a step to stand on to wash their hands. They recite the rhyme 'over, under and in between'. This matches the actions that

they perform. Children laugh as they have fun and learn about hygiene and positional language.

- Children learn firm boundaries. They listen and respond to the childminder. They follow her instructions. This inspires children to behave well because they know what she expects of them. They demonstrate this when they tidy up without question. This helps children to develop respect for their environment.
- The childminder understands what to do when a child needs extra support. She works with parents and professionals to ensure that children get the extra help they need to make rapid progress. This helps children make steady gains that enable them to reach their full potential.
- The childminder encourages children to develop empathy. For example, children are upset by a story about a hamster in a cage. The childminder uses the opportunity to talk to children about the importance of caring for animals. She helps them to express their emotions. They explore notions of right and wrong.
- Parents speak very highly of the childminder. They value that she encourages them to take photos of their children's activities during the weekend. They bring these to the setting, and she uses them to follow children's interests as their next step in learning. Parents say that the childminder is 'amazing'. She communicates with them verbally and through a messaging app. Parents say that their children are in safe hands. They explain that they have seen their children progress extremely quickly, emotionally and in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is vigilant in safeguarding the children in her care. She updates her knowledge regularly through online courses and is highly competent. The childminder is familiar with all indicators of abuse. She has robust systems in place and a secure knowledge of how to make a referral to the local authority. She has a full understanding of issues such as the 'Prevent' duty and county lines. The childminder keeps children safe on the internet and she guides parents to understand what to do. She has robust risk assessment measures to ensure that children are always kept safe. She evaluates the provision daily and ensures that her premises are secure.

What does the setting need to do to improve?

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

- extend children's language development even further by making more use of opportunities to include a rich and diverse vocabulary throughout the day.

Setting details

Unique reference number	103364
Local authority	Medway
Inspection number	10228110
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	4
Number of children on roll	4
Date of previous inspection	26 October 2016

Information about this early years setting

The childminder registered in 1989. She lives in Gillingham, Kent. The childminder cares for children on Monday to Friday, from 7am to 6pm, all year round. The childminder occasionally works with an assistant.

Information about this inspection

Inspector

Kay Beckwith

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 observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector went on a learning walk with the childminder. They discussed the curriculum.
- The childminder joined the inspector for a joint observation.
- Children's play was observed and evaluated.
- The inspector looked at a range of relevant documents relating to safeguarding.
- The views of parents were sought in discussion with the inspector.

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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