

Childminder report

Inspection date: 12 October 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 are very settled and happy in the childminder's care. They confidently explore their environment and access resources independently. They form close friendship with peers. For example, they invite others to join in their play. The childminder knows each child well and has a clear idea of what she wants children to learn. She has a secure knowledge of how children are progressing. She plans appropriate next steps to move them to the next stage in their learning.

Children develop a secure understanding of mathematics. The childminder encourages children to count during activities and uses mathematical concepts when communicating with children. For example, she asks them to stick more bricks, saying, 'the tower is tall.' Children develop social skills and are well behaved. They are very polite and use words like 'please' and 'thank you'. They are kind to one another. For example, an older child cuddled a younger one. Children are friendly and confident in interacting with visitors. They said 'hello' to the inspector and talked about previous activities.

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

- The childminder promotes effectively children's communication and language skills, and she communicates with them continually. She uses all play activities and routines to introduce new words to the children. For example, she introduces words like 'ambulance' and 'rescue cars' to children and explains their meaning. This helps to extend children's vocabulary.
- Children are very imaginative in their play and show a good knowledge and understanding of the environment. They can name several insects and know that some insects eat grass. For example, children said that the insect moved from one house to the other. The childminder uses open-ended questions that extend children's thinking.
- The childminder encourages physical activities, both indoors and outdoors. Children sing along to action rhymes and follow the movements to the rhyme. They jump, squat and roll, according to the rhyme. The childminder sings with children, and they roll from one side of the carpet to the other. This enhances children's whole-body movement and physical development.
- Children display great interest in books. The childminder provides a wide range of interesting books for children to choose from. Children select books independently, and the childminder reads to them. They treat books appropriately and know how to turn the pages. For example, babies point at different animals in a book, and the childminder responds by mimicking the sounds made by the animals. This has a positive impact on children's future literacy.
- Parents are happy with the care their children receive at the childminder's

setting. They commend the flexibility and accommodating nature of the childminder. Parents are pleased that their children are learning good manners. The childminder exchanges information between herself and parents, as well as other settings the children attend. This promotes continuity of care and learning. For example, children who show interest in space and planets at home are supported by the childminder to build a spaceship, and she provides a poster of all the planets.

- The childminder is keen to develop her professional knowledge and uses ideas from other childminders and internet research to boost her childcare delivery. She attends training to ensure that the required certificates are kept up to date. This helps the childminder to continually improve the quality of the provision.
- The childminder has high expectations of children's behaviour. Children listen to instructions and are learning to be independent. For example, they tidy up their play area and put on own coats at home time. The childminder uses lots of praise, and this encourages children to show more positive behaviour. The children show resilience and attempt challenging tasks. However, the childminder does not always give children enough time to solve problems before taking over. This does not fully support children to persevere at tasks themselves.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of effective safeguarding procedures and practice. She is aware of signs and symptoms of different types of abuse. The childminder teaches children about safety and explains why certain actions can be dangerous. Children play and explore in a neat and tidy environment. The childminder knows what actions to take if she has concerns that a child is at risk of abuse. This includes the actions to take if there is an allegation against a member of her household. The childminder is aware of differing cultural practices, radicalisation and county lines.

What does the setting need to do to improve?

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

- encourage children to persevere at tasks and offer solutions, to help improve their problem-solving skills.

Setting details

Unique reference number	156036
Local authority	Medway
Inspection number	10228283
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	11 to 38
Total number of places	6
Number of children on roll	13
Date of previous inspection	18 November 2016

Information about this early years setting

The childminder registered in 2001. She lives in Hoo, Rochester, Kent. The childminder provides care each weekday, from 6.30am to 6.30pm, throughout the year. She has an appropriate early years qualification. The childminder occasionally works with an assistant.

Information about this inspection

Inspector

Funke Ologun

Inspection activities

- This was the first inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken this into account in their evaluation of the setting.
- The childminder and the inspector embarked on a learning walk.
- The inspector carried out general observations and completed a joint observation with the childminder.
- The inspector tracked the experiences of children.
- The inspector examined testimonies from parents.
- The childminder and inspector held a leadership discussion and reviewed relevant documentation.

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