

Childminder report

Inspection date: 19 January 2023

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 fully understand the routines of their day. They come into the warm and friendly environment, where they quickly settle to the activity with the other children. They understand where to place their belongings and become increasingly independent. Children enjoy taking part in craft activities and use tools and resources to make marks. They show increasing skill and receive clear explanations as to how to use items, such as the stamp cutters. Children thoroughly enjoy their role play experiences. They hold discussions with the childminder as they make dinner. Older children use menus to ask others what they would like to order to eat. They talk about foods, such as fruit and vegetables, being healthy. This helps to support children's awareness of healthy lifestyles.

Children develop strong bonds with the childminder and her assistant. Children know to seek reassurance from them, which they give immediately and willingly. Children learn to share and take turns through effective support and guidance. For example, the childminder effectively uses techniques such as distraction when younger children both want the same toy. Children begin to understand how things work. For instance, they learn to get the bread to pop up from the toy toaster and giggle with delight as they do so. Children receive well deserved praise and encouragement throughout their day. The childminder and her assistant use phrases such as, 'good job' as children display their artwork. This enhances their sense pride in their achievements.

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

- There is a clear child-led ethos throughout the home-from-home environment. The childminder and her assistant successfully support the learning needs and interests of children. They plan activities for children to take part in but primarily provide a setting where children lead their play and learning experiences.
- The childminder and her assistant ensure that children develop new skills and have regular opportunities to practise these repeatedly. This enables children to fully grasp each concept. Children demonstrate the skills that they have learned over time. For example, even young children show great dexterity as they cut paper with scissors under supervision and guidance.
- The childminder secures information from parents during initial meetings and also from observations to assess their levels of development. From this, the childminder and her assistant develop well-targeted areas for development. This enables children to develop the skills that they need to learn next, including those learning English as an additional language.
- Although the childminder assesses potential gaps in children's learning, she does not always explore further avenues for support and guidance. This does not consistently enhance the approach for all children to reach their fullest possible

potential.

- The childminder adopts good relationships with parents. Parents comment positively about the setting, stating that the childminder, 'is kind, caring, reliable and flexible, everything you need in a childminder'. They also say that she, 'has provided exceptional childcare for our son, and we truly believe he is looked after well in a home away from home, family environment'.
- The childminder and the assistant readily follow children's interests. Children lead and follow their own play and learning, knowing that they will receive the support and encouragement to do so. For example, a game of hiding an object turned into a fun game involving all of the children, as this captured their interest. The childminder successfully extended the game by encouraging the older children to count up to 10 rather than just five. This builds on their skills and next steps in learning.
- Children learn about different cultural festivals, such as Chinese New Year. However, the childminder doesn't always extend this to include the differing cultural heritages and backgrounds of children attending. This does not further extend children's sense of belonging and of similarities and differences.
- There is a clear and effective relationship between the childminder and her assistant, and they are supportive of each other in their roles. The childminder keeps both herself and her assistant's knowledge current and they work together to share best practice. They arrange training and complete research such as using childminding websites.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant keep their knowledge of child protection up to date, for example, by attending training. They both demonstrate their awareness of a variety of aspects of safeguarding, such as keeping children safe online, domestic violence and allegations. They understand the procedures to follow if they have any concerns about a child or family member. The childminder makes sure that her home is a safe environment for children and continually assesses risk. For instance, she ensures that children help to tidy away resources that they are not using as these may cause a hazard. Children explore their own safety and that of others, such as when they use the play oven and learn how to be careful around hot objects.

What does the setting need to do to improve?

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

- embrace the cultural backgrounds of children who attend the setting more effectively to further extend children's knowledge of the wider world
- explore more avenues to gain further support and guidance for children to fully

enhance their learning.

Setting details

Unique reference number	160773
Local authority	Medway
Inspection number	10228293
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	0 to 10
Total number of places	12
Number of children on roll	10
Date of previous inspection	9 February 2017

Information about this early years setting

The childminder registered in 2001. She lives in Gillingham, Kent. The childminder provides care Monday to Friday, from 7am to 6pm, for most of the year. The childminder works with an assistant. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Helen Penticost

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 and her assistant spoke to the inspector about their intentions for children's learning.
- Children interacted with the inspector throughout the inspection.
- The inspector took account of parent's views through written feedback.
- The inspector observed the quality of education being provided and assessed the impact of this in children's learning.

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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