

Childminder report

Inspection date: 5 May 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 are confident and happy while in the care of the childminder and her co-childminder. They develop secure attachments, which shows that they feel settled and secure. Children confidently greet visitors when they arrive at the childminder's home. The childminder is caring. She accommodates children's individual needs and routines. For example, as babies show signs of tiredness, the childminder helps them to settle by offering cuddles and milk and then puts them down to sleep. This promotes children's emotional well-being.

Children are well behaved and show high levels of respect towards the childminder. For example, they wait patiently for the childminder to be ready before going on a walk. Children know to wear their high-visibility jackets before they leave the house. This is a result of the childminder's high expectations as she gently reminds children how to stay safe. This helps to ensure children's safety and prepares them for what is coming next.

Children have opportunities to develop their imagination. They become engrossed in role play as they pretend to cook dinner. Children work together to decide what food they need and how to cook it. The childminder asks questions to extend children's thinking skills. For example, she asks them how long the food needs to be in the oven for. This helps children to develop their reasoning skills in preparation for their future learning.

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

- The childminder understands how to support children's learning and development. She talks about helping children to acquire the skills they need for their future learning, for example by providing opportunities for them to develop their independence. The childminder monitors children's progress regularly and carries out development checks to identify any potential gaps in children's learning. As a result, children are making good progress.
- The childminder actively encourages children to make decisions. For example, at lunchtime, the childminder asks children what type of filling they would like in their sandwiches. They think carefully about the choices they have available. This helps children to develop positive attitudes towards their food and gives them a sense of responsibility. This prepares children well for their future learning.
- The childminder provides opportunities for children to develop their curiosity. For example, they regularly visit the woods and talk about what they might find. This helps to develop children's awareness of the natural world. However, at times, the childminder does not fully support children to follow their own interests as they explore the natural world. For example, when children show an

interest in flowers, the childminder and her co-childminder do not respond to this and miss the chance to promote learning.

- The childminder is aware of ways to support children's development in mathematics. They engage in counting activities and explore shapes. As they explore the woods, the childminder talks to children about the different directions they can walk, such as up and down. However, the childminder does not consistently recognise when opportunities to develop children's mathematical knowledge could be extended even further, particularly when on outings. This impacts the potential progress children can make in their mathematical development.
- The childminder provides daily opportunities for children to engage in physical exercise. For example, they access the childminder's garden and visit local parks. These opportunities encourage children to be physically active, which develops their strength, balance and coordination.
- Parents feel very well supported by the childminder and her co-childminder. They say that the childminder has 'exceeded expectations' and they would 'highly recommend' the setting. Parents feel that their children have made significant progress in their learning. They feel well informed about their children's daily activities and progress. Parents say that they feel like an 'extended family', which highlights the good partnerships the childminder has with parents.
- The childminder and her co-childminder are currently completing a professional development course. They have identified areas of their practice for improvement. The childminder also liaises with other local childminders to enhance the different learning experiences for children, such as trips to the beach.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good safeguarding knowledge. She keeps her training up to date, such as safeguarding and paediatric first aid. The childminder is aware of the potential signs and symptoms of abuse, such as unexplained marks or bruising. She understands her legal duty to protect children from harm, and she knows who to contact if she has concerns regarding a child's safety. The childminder knows what to do if an allegation is made against herself, her co-childminder or a family member living in her household. She carries out daily checks and risk assessments to ensure that her environment is suitable.

What does the setting need to do to improve?

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

- build even further on children's interests to explore and investigate the natural

world around them

- increase the use of mathematical language to consistently embed children's learning indoors and outdoors.

Setting details

Unique reference number	EY299139
Local authority	Medway
Inspection number	10285620
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	20
Date of previous inspection	12 October 2017

Information about this early years setting

The childminder registered in 2005 and lives in Gillingham, Kent. She operates all year round from 7.30am to 6pm, Monday to Friday. The childminder has a relevant qualification at level 3. She provides funded early education for three- and four-year-old children. The childminder works with a co-childminder.

Information about this inspection

Inspector

Jasmine Nelson

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 childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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