

Childminder report

Inspection date	24 May 2019
Previous inspection date	7 March 2016

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Good	2 2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder and her assistant are a strong team. They are passionate about providing high-quality care and learning and they aspire to be outstanding.
- The childminder has a good understanding of how children learn and uses her regular observations and assessments to plan age-appropriate next steps for children's learning. This contributes to the good progress that children make from their starting points.
- Children have good opportunities to be active and enjoy the fresh air. For instance, they enjoy playing with the parachute in the garden and work well together to move it in time to the music.
- Parents speak highly of the childminder and her assistant and the good care that they provide for children. They compliment the 'nourishing environment' and the high expectations that they have for their children's behaviour. They praise the excellent communication they receive.
- Sometimes the childminder and her assistant miss opportunities to provide more challenges to encourage the most able children to solve problems and develop their thinking skills even further.
- Although parent partnerships are good, there is scope for the childminder to further develop opportunities to share information about children's learning and development to support children to make the best possible progress.

What the setting needs to do to improve further

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

- strengthen opportunities to share information with parents about children's learning and development to support children to make the best possible progress
- make the best use of opportunities to stretch and challenge the most able children to develop their problem-solving skills even further.

Inspection activities

- The inspector talked with the childminder and children at appropriate times during the inspection.
- The inspector viewed some written documentation, including children's developmental records, attendance registers, policies and training records.
- The inspector viewed written feedback from parents to gain their views.
- The inspector viewed all the areas of the home that children have access to.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact it has on children's learning.

Inspector

Nicola Edwards

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder and her assistant have a strong understanding of their responsibilities should they have a concern about the safety or welfare of a child. They recognise the signs and symptoms that indicate a child may be at risk of abuse or neglect. The childminder ensures that her assistant has a secure understanding of his role and responsibilities, as well as the policies and procedures that underpin their practice. They attend regular training to develop their knowledge and understanding of their statutory responsibilities. They use this to identify ways to improve their practice and develop the standards of care provided for children. The childminder is committed to evaluating her practice and uses the views of her assistant, the parents and children to help her identify her strengths and areas of improvement.

Quality of teaching, learning and assessment is good

Children are able to access the well-resourced environment independently, indoors and outdoors. The childminder and her assistant balance offering planned activities and encouraging children to make independent choices about their play and learning. Children have good opportunities to learn about nature. For instance, they are excited to hunt for bugs in the garden before using magnifying glasses to examine them. They concentrate well as they circle the minibeasts that they have found on worksheets and talk about what makes them different. Children have good imaginations. For example, they enjoy baking cakes in their mud kitchen and collecting 'angel feathers' in the garden. They demonstrate that they feel safe and secure. For example, they share their ideas and ask for help from the childminder and her assistant. The childminder and her assistant promote children's self-esteem and confidence well. They praise their achievements and encourage children to celebrate one another's successes.

Personal development, behaviour and welfare are good

Secure settling-in arrangements support children to develop strong emotional attachments to the childminder and her assistant. Children's behaviour is good. The childminder and her assistant communicate expectations clearly and encourage children to develop a good understanding of safety and hygiene. For instance, children navigate outdoor equipment with care and are reminded to wash their hands before meals. Children are supported to develop independence and self-care skills. For example, they concentrate well as they cut their own fruits for snack and delight in rolling their own bases before adding toppings to make home-made pizzas for lunch. Children have good opportunities to learn about the local community and the world around them. For instance, they enjoy visits to local playgroups to socialise with larger groups. They make trips to Bewl Water, local farms and play areas.

Outcomes for children are good

Children develop the knowledge and skills to support them in the next steps for their learning and the eventual move to school. For instance, children confidently spell their names and recognise colours. They listen carefully to instructions and develop good social relationships. Mark-making skills are well supported and prepare children for early writing. Children have good hand control and coordination.

Setting details

Unique reference number	EY478803
Local authority	Kent
Inspection number	10076090
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 10
Total number of places	12
Number of children on roll	23
Date of previous inspection	7 March 2016

The childminder registered in 2014. She lives in Pembury, Kent. The childminder provides care Monday to Friday from 7.30am to 6pm, for most of the year. The childminder provides funded early education for two-, three- and four-year-old children. She works with an assistant.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

