

Childminder report

Inspection date: 4 September 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy, confident and settled. They play happily together and take turns and share resources maturely. Children are safe and secure and enjoy their time at the setting. The childminder provides positive interactions and has a high expectation of children's abilities. She provides interesting activities to cover all areas of the curriculum and children have good opportunities to test their own ideas through trial and error. Children are creative and freely express themselves with confidence. For example, they enjoy making patterns with paint using cotton buds. The childminder builds on children's interests which helps them feel valued and listened to. For instance, when children enjoyed a book about space, they went on to make their own three-dimensional spaceship. Children develop good social skills and build meaningful friendships. They listen to each other and include each other in their play. Children are polite, respectful and kind. Children have a good understanding of other people's similarities and differences and the setting is inclusive. They learn about a wide range of festivals traditional to other religions, such as Diwali. Children learn simple words in other languages, such as 'hello' in Slovakian. The childminder uses the additional funding she receives effectively.

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

- The childminder gets to know children's individual personalities and care routines well. Children have a good sense of belonging and positive well-being and self-motivation.
- Children are confident to communicate their ideas. They enjoy a wide range of stories and singing. They listen and respond to instructions with confidence. The childminder asks children challenging questions and gives them time to think and then respond to help support their speaking and listening skills.
- The childminder establishes positive relationships with parents and keeps them involved in their children's learning. For example, she routinely shares new ideas with them to enjoy at home, such as words to new songs children have learned.
- The childminder builds effective partnerships with staff at settings children also attend, such as routinely sharing children's achievements. This helps provide children with a good consistent approach to their shared care and learning.
- Children have good opportunities to explore and investigate the natural world. They enjoy simple experiments, such as when they use torches to learn about light and dark and create shadows.
- There are good opportunities for children to gain positive mathematical abilities. For instance, they confidently count and sing number songs. Children begin to discuss more difficult concepts, such as halves. However, the childminder does not encourage children to be more independent and complete their own tasks consistently to develop their skills.
- The childminder is a good role model. Children's behaviour and attitudes are

positive. Children follow instructions and know what is expected of them. However, the childminder does not make the most out of the organisation of larger group activities to ensure that children remain fully engaged and make the most of their learning experiences throughout.

- The childminder has a good knowledge of the curriculum and provides children with challenging activities and experiences to motivate them to learn. This helps the childminder to give children the skills they need to succeed and be prepared for their future learning. All children, including those who speak English as an additional language, make good progress.
- The childminder works closely with an assistant. She monitors the quality of care and teaching they provide children. For example, they hold regular meetings to set targets to meet to enhance their performance. The childminder self-evaluates her practice effectively. She reflects at the end of each day how well she interested children to learn and uses her findings to support her future activity plans. The childminder keeps up to date with new early years information and attends training beneficial to her practice. For instance, she has learned about the different ways that motivate children to play and learn.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good knowledge and understanding of safeguarding and child protection policies and procedures to follow to help protect children's safety and welfare. This includes knowing who to contact to seek additional advice and to raise and follow up concerns. The childminder teaches children how to remain safe. For instance, they learn about the rules of how to cross the road safely on trips and outings. The childminder routinely carries out thorough risk assessments to ensure that all resources and learning environments are safe and secure for children to use happily.

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 be even more independent and complete their own tasks more consistently
- review and improve the organisation and length of group activities to ensure that all children remain fully engaged throughout.

Setting details

Unique reference number	EY542895
Local authority	Kent
Inspection number	10090464
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and is located in Whitstable, Kent. She occasionally works with an assistant. The childminder cares for children on Monday to Thursday from 7.30am until 6.30pm, all year round. She holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Kelly Hawkins

Inspection activities

- The inspector carried out a learning walk with the childminder, discussing the curriculum she provides for the children.
- The inspector observed the childminder interacting and communicating with the children.
- The inspector sampled written documentation, such as qualifications, paediatric first-aid certificates and safeguarding policies and procedures.
- The inspector spoke to children and the childminder at convenient times and viewed feedback from parents.
- The inspector viewed the areas of the childminder's home that children use.

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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