

Childminder report

Inspection date: 18 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 Outstanding

What is it like to attend this early years setting?

The provision is good

Children come into the childminder's home eager to meet with friends and engage with the range of activities on offer. They demonstrate they feel safe in the home and are encouraged to take care of the toys and their environment. For instance, they help to tidy toys away before getting out others to make sure they have space to play. The childminder makes effective use of praise to encourage children to have a go and gain a sense of achievement as they engage in activities. This helps children to develop their confidence and positive self-esteem. The childminder encourages children to help her to feed and care for the animals she has at her home. For example, children know where the cabbage leaves are kept and excitedly help to feed the rabbits. They are aware of making sure the cage doors are securely fastened to ensure the rabbits are safe. The childminder knows the children in her care well and is very responsive to their individual needs, such as providing comfort objects when they are ready for a sleep. This has a positive effect on their well-being. Children are very content and happy in the childminder's care.

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

- The childminder has a good understanding of how to support children to settle when they initially start at her home, and the importance of working closely with parents to provide ongoing support. The positive relationships she has with parents help her to share information with them regularly about their children's development and activities they engage in. This helps to support children's home learning.
- The childminder uses her knowledge of children's stage of development and interests effectively, to enable her to plan engaging activities that help them make good progress in their learning.
- The childminder understands the importance of providing children with opportunities to exercise. For example, she makes good use of the garden and local parks to encourage children to use large play equipment to help them develop their physical skills. She carries out thorough risk assessments and helps children to identify hazards in the environment, to enable them to begin to learn the skills needed for their future. For example, she reminds children to wait while their friends move away from the swing before they use it.
- Children have a wide range of experiences to help them develop their social skills. For example, the childminder takes them to local play sessions to enable them to interact with other children and adults.
- Children develop good communication and language skills. For example, the childminder makes good use of descriptive words such as 'squidgy' and 'soft' to expand children's vocabulary. Children choose which books they would like to look at and enjoy listening to the stories read by the childminder. They help to

turn the pages and point to different objects in the book as they begin to develop their interest in words and pictures.

- The childminder is aware of the importance of continually supporting her assistants. For instance, she has plans in place to update her assistants on the early years foundation stage before they work with the children, to ensure they meet the needs of the children.
- Children enjoy experimenting with different materials. They add water to sand and investigate how it changes. Younger children enjoy using watering cans to water the plants, while older children use paintbrushes and water to make marks on the fence and practise their early writing skills.
- The childminder does not consistently give children clear messages to help support them to make healthy choices.
- At times, the childminder misses opportunities to expand children's mathematical knowledge and skills to enable them to fulfil their learning potential.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of child protection procedures and knows the actions to take if she had concerns in relation to children's welfare. She keeps her safeguarding knowledge up to date. For instance, she completes regular safeguarding training. The childminder uses her knowledge and skills to help ensure her assistants are aware of the procedures to follow if they were concerned about a child. The childminder and her assistants understand about child protection and the wider context of safeguarding, such as radicalisation, to maintain children's safety at all times.

What does the setting need to do to improve?

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

- continue to extend children's awareness of the importance of healthy eating to further promote their understanding of a healthy lifestyle
- review and improve the opportunities children have to develop and extend their early mathematical knowledge and skills.

Setting details

Unique reference number	EY407070
Local authority	Kent
Inspection number	10123716
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	18 November 2014

Information about this early years setting

The childminder registered in 2010 and lives in Margate, Kent. There are steps to the front door and into the garden. The childminder has three assistants registered to work with her. She operates Monday to Friday from 6.30am to 10pm, for most of the year. The childminder receives funding to provide free early education for children aged three years old.

Information about this inspection

Inspector

Sara Garrity

Inspection activities

- The inspection was carried out following a risk assessment conducted by Ofsted.
- The inspector observed daily routines and the childminder's interactions with the children inside and in the garden.
- The inspector and the childminder observed the children engaged in activities and discussed the learning that took place.
- The inspector spoke to parents to obtain their views on the service they receive.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.

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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