

Childminder report

Inspection date:

25 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

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children flourish in the bright and stimulating environment. They are highly motivated and keen learners who benefit from being taught in meaningful ways. For example, they enthusiastically explore ideas about autumn as they notice leaves falling from trees during a walk in the woodlands. As a result, they are constantly active and busy. Children develop good independence skills, such as when they get dressed or choose their own activities. They demonstrate their knowledge of new skills effectively, such as writing, playing musical instruments or socialising happily and confidently alongside others.

The childminder has high expectations for all children's positive behaviour. They are reminded of how to be polite to one another, such as when they eagerly sing the 'politeness' song before lunch. Children are given time to develop their thinking skills and perseverance as they engage and focus on activities. For example, older children investigate which objects will float and sink in water, while younger children pull themselves to standing and practise walking. They enjoy regular activities in their local community, such as music groups and trips to museums. They share a sense of wonder in the natural world as they collect leaves and 'pine cones' for their inspirational nature table display.

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

- The childminder works effectively with her co-childminder to create a highly appropriate curriculum that meets the needs of all children. She carefully observes what children already know, their current interests and what they can do, to plan stimulating and meaningful activities. For example, she focuses on developing children's already good communication and language skills by using their favourite books, songs and rhymes.
- The childminder shares an ambitious vision for what children need to learn to become successful lifelong learners. She uses her good knowledge of child development to help all children make progress and uses accurate assessment to help identify those that need further support to keep up with their peers.
- Partnerships with parents and other professionals are fully established. Parents comment on the childminder's good communication skills. For instance, she provides parents with ideas to help children continue making progress at home. She works with other settings children attend, to maintain continuity in their care and learning.
- The childminder ensures that staff are well supported at work. However, arrangements for regularly meeting with the co-childminder and assistants are less well established. This does not help the childminder target their professional development and training.
- The childminder reminds children of what they have already learned to help

them make links with new experiences. For example, when a child finds a star shape, she reminds him of the song they have been singing about stars. Older children demonstrate advanced skills in mathematics, such as when they used construction toys as a tool to compare heights and to measure distances.

- The childminder has formed nurturing and trusting relationships with all children. New children settle quickly. She supports their positive self-esteem and confidence well. Children turn to her for comfort and reassurance when they are unsure or tired. She responds to their needs quickly and calmly.
- Routines are consistent yet flexible. Opportunities to learn, including during such times as nappy changing or lunch, are well planned. For example, children count to 10 when thoroughly washing their hands or sing songs as they put on coats and shoes. Group times are adapted so all children can join in and learn at their own level. For example, when playing with water, young children splash and pour while older children learn about floating and sinking.
- Children enjoy sharing conversations with their friends and the childminder. They demonstrate good listening skills, paying attention to what each other is saying. The childminder responds quickly to young children when they babble and point to communicate their needs. She encourages them to learn words when she speaks clearly and gives them time to repeat or respond. For instance, they repeat 'thank you' as they learn to share and take turns.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough understanding of how to keep children safe. She knows what to do if she feels their welfare is at risk and how to report this. She has put good recruitment procedures in place to ensure the suitability of new staff. She continues to update her training and is fully aware of wider safeguarding requirements, such as the 'Prevent' duty. She helps children understand how to keep themselves safe. For example, she helps older children learn how they can keep themselves safe if they are using the internet.

What does the setting need to do to improve?

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

- review and strengthen current arrangements for supporting staff to maintain high-quality teaching and to identify specific training for their professional development.

Setting details

Unique reference number	EY395268
Local authority	Kent
Inspection number	10082901
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 4
Total number of places	12
Number of children on roll	20
Date of previous inspection	19 October 2018

Information about this early years setting

The childminder registered in 2009. She lives in Bearsted, Kent. The childminder cares for children on Monday, Tuesday, Wednesday and Thursday from 7.30am until 5.30pm and on Friday from 7.30am until 3pm, all year. She works with a co-childminder and an assistant. The childminder holds a relevant early years qualification at level 3. She is in receipt of funding for the provision of free early education for children aged three and four years.

Information about this inspection

Inspector
Alison Martin

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning indoors and outside.
- The inspector spoke with the childminder about her curriculum for children on a learning walk around the setting.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector took parents' views into account by reading their written comments.
- The inspector viewed a range of documentation, including children's records, policies and procedures.

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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