

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	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder creates a warm and welcoming environment for the children. She builds strong relationships with them and their families. For example, she gets to know the child and their wider family by inviting them to spend time in her home before they start. The childminder takes time to learn about young children's routines and works hard to make sure that children have the support that they need to thrive.

Children are very settled and happy in the childminder's care. She plays with them with good humour, supporting them with cuddles, a calm manner and plenty of reassurance. Children show they feel safe as they lean in to her and look to her for reassurance.

The childminder's calm and consistent approach supports children to learn how to manage their behaviour. When children become frustrated, the childminder helps them to calm down by providing comfort and reassurance. She spends time talking to them about what they are trying to do. She teaches them to persist when they find things tricky. The childminder accurately assesses what children know and can do. Children make good progress in their development and learning as she uses this information to plan stimulating activities.

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

- Children freely access a wide range of toys independently. The childminder uses the information she gains from the family to make sure that she provides toys that support every child's interests. Children settle quickly and start to build on what they already know and can do.
- The childminder encourages children to make links in their play and uses these to deepen their learning. For instance, she chats to children about the parts of a caterpillar as they learn about them by reading books, doing puzzles and dressing up in a caterpillar costume. The childminder helps children to develop a love of words and to increase their vocabulary. For example, she uses interesting words when she is describing what children are doing. They sing together and share books.
- The childminder teaches children mathematical words naturally as she joins in their games. She draws attention to the different sizes and shapes of objects and encourages children to use mathematical language in their play.
- The childminder is active in the local childminding community. She works with other childminders to plan a wide range of experiences and opportunities for minded children to develop their social skills. She has a good knowledge of local services and confidently explains how she would get additional help for any child who needs it.

- The childminder provides parents with a wide range of opportunities to learn about what their children have been doing at the setting. For example, she sends them regular messages and pictures. Parents report that they value this communication and the good relationships they have with the childminder. Older children write her notes saying how much fun they have when they are with her. However, the childminder misses opportunities to support parents to further extend their children's learning at home.
- The childminder makes sure that the children have plenty of opportunities to be physically active. For example, she takes them on regular trips to local parks and outdoor activity centres. Although they learn about the wider world on these trips, the childminder has not fully developed daily opportunities for children to learn about and appreciate the similarities and differences of diverse cultures and communities.
- The childminder supports young children to learn about good hygiene. She teaches them to wash their hands properly and talks about why it is important to always wash your hands after using the toilet. She ensures that all areas that are used by children are suitable.
- The childminder makes sure that her assistant understands how to implement all of her policies and procedures. She involves him in the evaluation of her setting so that they can plan improvements together. Parents' views are sought in a variety of ways and changes are made to the environment based on children's emerging interests.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very good understanding of the signs that a child might be at risk of harm. She and her assistant regularly update their training to ensure that they are well informed about how and when to make referrals to other agencies, including Ofsted. She explains how she supports older children to talk about their feelings and how she would respond if a child disclosed a safeguarding concern. The childminder and her assistant have completed training to learn how to identify children who may be at risk of radicalisation or female genital mutilation.

What does the setting need to do to improve?

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

- build on the good relationships with parents to provide them with more detailed advice about how to further develop their children's learning at home
- develop further the range of daily opportunities to support children to learn about and appreciate the diversity of modern Britain.

Setting details

Unique reference number	EY548923
Local authority	Kent
Inspection number	10108296
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	12
Number of children on roll	17
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in the Birchington area of Kent. She provides care for children from Monday to Friday from 7.30am to 5.30pm all year round. The childminder is in receipt of funding to provide free early years education for children aged two, three and four years. The childminder works with an assistant.

Information about this inspection

Inspector

Terrie Simpson

Inspection activities

- The inspector and the childminder walked around the childminder's home and discussed the areas that are used for childminding.
- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector sampled a range of the childminder's paperwork, including her safeguarding policy.
- The childminder explained how she would support the range of children who attend her setting.
- The inspector took account of the views of parents and children by looking at their messages and letters.

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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