

Childminder report

Inspection date: 9 October 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
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

The childminder knows the children very well and plans activities and experiences that follow their interests. The children have close bonds with the childminder and behave exceptionally well. Children have excellent manners. They say 'please' and 'thank you' almost all the time without being reminded and they know that they need to ask to get down from the table after their snack and lunch. They confidently go to the bathroom to wash their hands after playing outside and before eating. Children have high levels of respect for each other. This is particularly seen when older children help and share with younger children during activities. For instance, older children break off clay for younger children and find resources that they think they might like. The childminder offers a varied curriculum using themes for each term to teach the children about experiences that they might not otherwise have. She takes them out into the community and to various places of interest to extend their learning. The children enjoy participating in a wide range of physical activities and the childminder considers the needs of all the children when planning these activities. The parents speak very highly of the childminder, referring to her as part of the family and her service a place where the children feel at home.

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

- The childminder has good relationships with parents and carers. She has robust systems for gathering information about the children's interests prior to them joining her so that she is able to meet their needs from day one. She also provides regular updates for parents on their child's development and the next steps she is working on with them.
- Children enjoy participating in a variety of activities, including visiting local places of interest. For example, they go to soft-play and garden centres to further develop their knowledge and widen their experiences.
- The childminder provides interesting craft activities for the children. However, at times she does not make the most of opportunities for children to develop their own creative ideas.
- The childminder has excellent relationships with the children. She refers to them as an extension of her own family. In turn, they fondly refer to her as 'Nana'.
- The childminder reflects on her own practice and identifies any areas that she feels need to be addressed. She has currently identified that she would like to look into forest-school activities, as the children love the outdoors and they often visit the local park.
- Close links with the schools and pre-schools that the children attend ensure that learning is shared and any gaps are quickly identified and closed. This helps prepare children for the next stage in their learning.
- The children talk freely about their experiences with the childminder. For

example, one child raises her voice excitedly as she recalls a trip to the beach where they went into the sea and buried each other in the sand.

- The childminder reads to the children, using different intonations in her voice to keep the story exciting. The children cuddle up with her during the story and are silent as they are engrossed in the story she is reading.
- Children's behaviour is excellent. They have respect for each other and their manners are impeccable.
- The childminder speaks to the children throughout the day, often using open-ended questions for the children to think about their response. However, at times opportunities to further enrich language and vocabulary are missed.
- The childminder keeps her knowledge and training up to date, for instance through webinars and online training. This helps to ensure that she is able to continue to support the children in their personal development.
- The childminder promotes healthy eating and the children help to choose and prepare their snack, choosing from a selection of healthy fruit and vegetables.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding and how to keep children safe. She is confident in recognising signs of abuse and knows what authorities she would contact in the event of such a concern. She has attended all relevant training and constantly keeps herself up to date with online courses covering wider safeguarding issues. She also ensures that her policies and procedures are robust and kept up to date and that her home is a safe and secure environment for children.

What does the setting need to do to improve?

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

- enhance opportunities for children to extend their vocabulary during daily activities
- provide more support for children to express their own ideas and use their imagination during creative activities.

Setting details

Unique reference number	EY405030
Local authority	Kent
Inspection number	10108742
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	23 September 2014

Information about this early years setting

The childminder registered in 2010. She lives in Longfield, Kent. She cares for children from 8am to 6pm on Monday to Friday, throughout the year. The childminder receives funding to provide free early education for children aged three and four years.

Information about this inspection

Inspector

Wendy Papagno

Inspection activities

- The inspector completed a learning walk with the childminder.
- The inspector took account of the views of parents from the written feedback.
- The inspector spoke to children and the childminder throughout the morning at appropriate times.
- The inspector assessed the quality of teaching by observing activities and evaluating the impact on the children's learning. The childminder and the inspector completed a joint observation.
- The inspector looked through a sample of relevant documents.

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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