

Childminder report

Inspection date: 23 October 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The friendly and attentive childminder provides a welcoming home-from-home environment for children. Children build positive relationships with her and demonstrate that they feel secure and content in her care. Children are sociable, friendly and their behaviour is good. The childminder plans interesting activities that are enjoyable and motivate children to learn. Children's creative thoughts are supported as they happily use a range of materials to create their own pictures at the art and craft table. Children are engrossed as they play and revel in the learning of new knowledge and skills. For instance, they enjoy using magnifying glasses to discover how things change in size. They laugh and smile as they realise how moving their hand away makes their eyes appear bigger. The childminder has high expectations for all children. She is sensitive to children's interests and builds on their learning well. For example, the childminder facilitates the building of a tunnel to extend children's play. Children are excited and appreciate the individual time the childminder offers them. For example, children jump up and down with delight as they build their own secret castle as the childminder plays alongside them. Children show perseverance as they play. For instance, they concentrate as they show a determination to work out which pumpkin shape fits the different outlines.

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

- The childminder is positive and consistent in her approach and treats children with respect. Children are always told how well they are doing things. This builds their good sense of being special and important.
- The childminder makes some consideration as to how she can improve her practice. However, her self-evaluation is not as comprehensive as possible. For instance, she has not fully considered how she can support opportunities to enhance children's technology skills, in particular for older children.
- Recent training on literacy has improved the childminder's awareness of how to develop the muscles in children's hands to support their writing skills. As a result, pre-school children develop their small-muscle skills to support their pencil control and letter formation. This supports them well for their next stage of learning.
- As children play, the childminder stimulates their learning in mathematics well. For instance, when children play with cars, she uses counting, colour identification, size ordering and mathematical terminology to build upon what children already know.
- Children enjoy a broad curriculum. The childminder allows them time to play independently and to explore the planned activities which support their next steps. However, in her enthusiasm, she occasionally does not give children opportunities to independently think things through.

- Children enjoy listening to stories. They show interest and focus intently as the childminder changes her voice to express the different characters. The childminder uses good questioning as she reads to engage children. They show a positive attitude towards learning, eagerly seeking opportunities to answer questions and join in.
- Children who speak English as an additional language have opportunities to use their own language, for example, through meeting and playing with other children at a local toddler group. The childminder also successfully helps them learn to speak in English. Throughout children's play and learning, she models language and builds children's repertoire of words.
- Parents speak highly of the childminder and are complimentary of the service she provides. Parents comment on her being 'very accommodating'. The childminder shares information effectively with parents about children's ongoing achievements, such as through the use of day books.
- Children enjoy a good range of healthy meals, snacks and drinks, which helps to promote their good health and well-being. Children develop a positive attitude to healthy eating.
- Children's learning about the natural world is enhanced through daily opportunities to be physically active outside in the fresh air. Children develop good physical skills, for example, as they walk around the park searching for sweet chestnuts and leaves. The childminder uses these experiences to teach children about the changing seasons.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge of safeguarding up to date. She attends training and is aware of the wider safeguarding issues, particularly the 'Prevent' duty. The childminder knows the signs and symptoms of abuse. She is fully aware of the local reporting procedures, in the event of a concern about a child in her care. The childminder carries out risk assessments to ensure she provides a safe environment for children to play. Good standards of cleanliness and safety ensure children's health and welfare are promoted.

What does the setting need to do to improve?

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

- offer more opportunities for children to independently think things through before offering a solution or an idea
- use self-evaluation more precisely to help identify areas of improvement that will raise the quality of teaching and children's outcomes to a higher level. In particular, to focus on developing more opportunities for children to enhance their technology skills.

Setting details

Unique reference number	EY479838
Local authority	Kent
Inspection number	10076182
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	18 July 2016

Information about this early years setting

The childminder registered in 2014 and lives in Staplehurst, Kent. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector
Adam Hawes

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector held discussions with the childminder to find out about her safeguarding knowledge and her childcare practices.
- The childminder explained how she plans for children's learning and the experiences she wants to provide for them.
- The inspector took account of the views of parents from written feedback.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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