

# Childminder report

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Inspection date: 14 November 2019

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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**

Children develop strong bonds with the childminder, whose instinctive understanding of their needs supports them to feel emotionally secure and safe. She responds swiftly to children's non-verbal communication, such as finding new activities when they point, or noticing when they are tired. This ensures children are relaxed and happy throughout the day.

Young children demonstrate high levels of focus and attention for their age. For example, babies explore toys by moving them from hand to hand and putting them to their mouths to discover new textures and shapes. They freely investigate the safe environment and show deep interest in new resources.

Young children are very sociable as they take their cue from the friendly and warm childminder. The childminder has high expectations of behaviour and even very young children understand that rules are in place to keep them and others safe and happy.

Children spend lots of time visiting places of interest as well as learning about the childminder's pets. The childminder plans trips to capture the children's interests in real-life situations. For example, when she notices children enjoy playing with the toy farm, she arranges to visit a local farm during their next session.

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

- The childminder is a reflective practitioner who knows children well. Her observations and assessments of their learning are detailed and regularly shared with parents. Children make good progress from the time they start, ensuring they have skills for lifelong learning and school. Additional funding is used to provide children with wider experiences that develop their understanding of the world and community.
- The childminder forms close, nurturing relationships with children. Care routines meet children's needs very effectively. Nappy changes and mealtimes are enjoyable and playful, and support children's developing awareness of keeping themselves healthy.
- Although the childminder accurately assesses children's next steps in learning, she does not plan the environment as precisely to extend children's knowledge and skills. For example, she plans to create treasure baskets for babies to extend their curiosity and knowledge but is yet to put these in place.
- Children enjoy listening to a broad range of stories. Books reflect the diversity of the world and Britain, as well as the children's interests. Children sit on the childminder's knee as she introduces them to new words and ideas. They are particularly excited by books that support their desire to count and use numbers.

- Children's communication skills are very good. Young children babble to express their feelings and use excellent eye-contact as they communicate with the childminder. Her encouragement and repetition of key words supports their growing self-confidence and self-esteem.
- The childminder ensures her training in safeguarding and first aid are relevant and up to date. However, she does not focus on accessing training to further develop her already good teaching skills and knowledge.
- Parents recognise how happy their children are with the childminder. They comment on the childminder's good communication with them and how they feel included in what their children are doing and learning. Parents share regular photographs of their children's achievements at home to support the childminder's own assessments, such as crawling for the first time.
- Children benefit from learning about others' lives, cultures and traditions. They explore festivals using art and taking part in community events. For example, children joined a harvest festival parade and made diva lamps during Diwali.
- Children enjoy daily fresh air and exercise. Their physical skills are extended with regular trips to the local playground, where they have space to run, climb and swing. Activities indoors provide plenty of opportunities to develop smaller physical skills, such as games involving hand-to-eye coordination, writing tools and scissors.
- Children develop their thoughts and ideas while playing with friends. Role-play resources are adapted to reflect what children know, such as a doctor's surgery. Opportunities to share special times together, such as birthdays, support children's self-awareness and well-being.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder uses her extensive knowledge and experience to help keep children safe. Their welfare is at the heart of her practice. Her detailed policies and procedures are shared with parents. She knows what to do if she has any concerns about children being abused or neglected. She provides an environment where children are comfortable and safe, and able to share their feelings and worries. The childminder supports the work of other settings, such as the local school, and other organisations, such as the National Society for the Prevention of Cruelty to Children, by extending their educational programmes into her curriculum in an age-appropriate way.

## What does the setting need to do to improve?

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

- provide more resources to encourage children to develop their knowledge and curiosity further

- develop practice further by improving knowledge and the quality of teaching to an outstanding level.

## Setting details

<b>Unique reference number</b>	EY478848
<b>Local authority</b>	Kent
<b>Inspection number</b>	10076097
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 to 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	16
<b>Date of previous inspection</b>	26 February 2016

## Information about this early years setting

The childminder registered in 2014 and lives in Ashford, Kent. She operates her service on Monday to Friday from 7.30am to 6pm, for most of the year, except for bank holidays and family holidays. The childminder receives funding to provide free early education for two-, three- and four-year-old children. She holds a relevant childcare qualification at level 2.

## Information about this inspection

### Inspector

Alison Martin

### Inspection activities

- The inspector viewed all areas of the premises used for childminding.
- The childminder spoke about her curriculum for children as part of a tour of the setting and during discussions with the inspector at appropriate times.
- The inspector observed the quality of teaching during activities and care routines, and assessed the impact this has on children's learning.
- The inspector took parents' views into account by reading their written comments.
- The inspector viewed a range of documentation, including 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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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