

Childminder report

Inspection date: 13 November 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time with the childminder and her assistant. They show that they feel safe and secure as they confidently engage with visitors. Children are inquisitive. They ask intelligent questions and consider the answers before asking for more information. The childminder and her assistant support young children to develop good speaking and listening skills. They chat with older children, provide a commentary for the younger children and respond sensitively to babies' non-verbal cues. The childminder provides a broad range of experiences for the children. For instance, they go to toddler groups and on regular outings where they learn to be sociable and learn about the wider world around them.

The childminder is ambitious for all the children in her care. She works with her assistant to plan carefully for children's development. For example, when children are approaching school age, she talks to the Reception teachers about the skills that children will need to succeed at school and plans activities to teach these. The childminder and her assistant set clear expectations for children's behaviour. They show children how to behave as they model being polite and kind. However, the childminder sometimes misses opportunities to teach children how to regulate their own behaviour and resolve issues independently.

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

- The childminder works closely with parents right from the start. Settling-in sessions are flexible and recognise that parents need to be confident that their children are well cared for. The childminder uses a range of ways to share information with parents. For example, parents report that she sends them texts and pictures to reassure them that their children are safe and settled. Children show that they feel safe as they lean into the childminder and her assistant for cuddles.
- The childminder and her assistant provide opportunities for children to enjoy stories and rhymes. For example, the children crawl into a tent with the childminder to listen to her animated story telling. She encourages them to finish sentences in favourite stories and guess what will happen next. Younger children develop their listening skills as they excitedly play 'Simon says' with the assistant, laughing as they learn the names for different parts of their body.
- The childminder works with parents to teach the children toileting skills. Younger children learn alongside their older friends and play at sitting on the potty. Children help themselves and each other to toys and are generally independent in their play. However, the childminder and her assistant sometimes miss opportunities to further develop children's independence skills. For example, tissues are not provided so that children can independently wipe their noses. At lunchtime children are not given the opportunity to select their own food from

their lunch boxes.

- Children have plenty of opportunities to get fresh air and develop their physical skills. For example, they challenge themselves to throw balls higher and higher in the garden and even very small children tackle the climbing frame and slide with confidence and determination.
- The childminder and her assistant naturally introduce mathematical language into the children's play. For example, they count at every opportunity and encourage the children to describe the sizes of the balls in the garden. The childminder exploits opportunities to build on what the children know. For instance, when she sees a freshly cut tree she reinforces a child's knowledge by helping him to notice and count the circles on the inside of the tree and explains what these represent.
- The childminder and her assistant regularly undertake training together to develop their knowledge. They use what they learn to develop the setting. For example, following recent training they have introduced a monthly food tasting to expand children's knowledge of different foods.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant understand their responsibilities for the safety and welfare of the children. They undertake regular safeguarding training and discuss what they have learned. They understand their duty to report concerns about each other to the appropriate authorities and are clear that the safety and well-being of children is paramount. The childminder shares her safeguarding procedures with her assistant and parents. She conducts robust risk assessments before she takes children on outings. The childminder implements procedures to keep older children safe online. For example, any homework that requires children to use the internet is closely supervised by the assistant.

What does the setting need to do to improve?

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

- further develop strategies to support children when they struggle with behaviour, so that children consistently learn to resolve their own issues and make better choices
- take every opportunity to promote children's independence and self-care skills through planned activities and daily routines.

Setting details

Unique reference number	EY441957
Local authority	Kent
Inspection number	10108806
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 7
Total number of places	6
Number of children on roll	13
Date of previous inspection	29 May 2015

Information about this early years setting

The childminder registered in 2012. She lives in Kingsnorth, Ashford, Kent. She operates from 7am to 6pm weekdays all year, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She employs an assistant who holds an appropriate early years qualification at level 2. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Terrie Simpson

Inspection activities

- The inspector had a tour of the childminder's home and areas used for childminding with the childminder, to understand how the early years provision and the curriculum are organised.
- The inspector spoke to the childminder and her assistant throughout the inspection.
- The inspector took account of the views of parents through a meeting and written representations.
- The inspector engaged with children throughout the inspection.
- The inspector observed the quality of teaching and assessed the impact on children's learning and development.
- The inspector sampled a range of documentation, including evidence of the suitability of persons living in the household, the safeguarding policy, and training and insurance certificates.

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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