

# Childminder report

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Inspection date: 12 November 2019

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

The childminder provides a warm, welcoming and homely environment where children feel safe and secure. Children have ample space to learn and play indoors and outdoors. The childminder offers children a range of experiences to learn about their community and the wider world. For example, children visit local parks, a farm, pick pumpkins and visit the woods. They collect natural resources and use these in their artwork. The childminder makes sure children are safe and sets high standards for behaviour. She makes sure children do not climb on furniture and explains to them that they could fall and become hurt. She intervenes when young children find it difficult to share and children listen and respond well to her. They understand their actions when the childminder explains what they could have done differently and are developing new skills to interact with others.

Children independently use toys and resources and seek support from the childminder when they need it. The childminder has warm and caring relationships with the children and they find her for a cuddle if needed. The children look after snails and feed them every day. They are interested in where they are in the tank and what they are doing. The childminder interacts with the children. She understands each child's interests and provides activities linked to these. She asks the children questions and extends their learning.

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

- Partnerships with parents are strong. The childminder communicates well with parents and keeps them up to date with children's progress. She offers suggestions of how parents can support children's learning at home. Outside agencies are contacted for support by the childminder, if needed. She engages with outside agencies, such as local authority advisers, speech therapists and health visitors. She follows advice they give. This guides children's progress and supports them to be ready for the next stage in their learning.
- The childminder works effectively in collaboration with another childminder, sharing resources and attending trips and visits together. This provides the children with opportunities to share experiences and interact with a larger group. The children have recently visited a pumpkin-picking patch and chosen their own pumpkins to take home. This helped them to understand how and where pumpkins grow.
- The childminder builds effectively on children's learning during their spontaneous play and recognises when to intervene to extend the level of challenge. She accurately identifies the next learning steps for each child but does not fully consider these when planning adult-led activities. Therefore, although children enjoy taking part in the activities the childminder provides, these are not always as successful as possible at extending their learning and development.

- Children develop independence when washing their hands and using the toilet. They independently pull their sleeves up before washing their hands to prevent them from getting wet. They do this without being asked to.
- The childminder tracks children's progress across all areas of the curriculum. She models language clearly and supports the learning of new vocabulary, for example when discussing the differences between a fox's 'pointy ears' and the children's own ears.
- Children are physically active in their play. They show good control in large and small motor skills that are appropriate to their age. For example, children are beginning to hold paintbrushes and mark-making tools effectively. They are achieving new skills.
- Children take pride in their achievements. They show delight in making pictures and playing with cars. Children seek out the childminder to show her what they have achieved. She praises them kindly. Children have learnt how to tidy up resources. They pack up puzzles when they have finished using them, put on the lids and place them on the side for the childminder.
- The childminder works with parents to provide healthy lunches and snacks for the children. She offers children opportunities to try new foods and updates parents with the outcome. Children are encouraged to drink water to keep them hydrated. The childminder talks to the children about which foods are healthy and which should be eaten less often.
- The childminder has a good understanding of how to make sure she provides children with equal opportunities. She plans trips on days that all children attend and arranges visits to places that children have not experienced before.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder is aware of her role and responsibilities regarding safeguarding. She keeps up to date with training and regularly reviews the safeguarding policy and processes. She has a broad understanding of wider safeguarding issues and understands how to identify and report any concerns. Children are encouraged to keep safe within the environment, for instance by tidying toys away and sitting down when eating. The childminder carries out regular fire drills to ensure children are aware of procedures in the event of an emergency.

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

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

- review and improve the planning of activities to build more fully on children's interests and what children know and enjoy.

## Setting details

<b>Unique reference number</b>	EY546396
<b>Local authority</b>	Kent
<b>Inspection number</b>	10103576
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	2 to 6
<b>Total number of places</b>	5
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2017. She works as a co-childminder with her mother in her home in Ditton, Aylesford in Kent. The childminder provides care on Monday, Tuesday and Thursday each week from 7.30am until 6pm for 48 weeks of the year, with the exception of bank holidays and planned family holidays.

## Information about this inspection

### Inspector

Georgina Culshaw

### Inspection activities

- The inspector observed all areas of the setting that children use.
- The inspector observed interactions between the childminder and the children.
- At appropriate times during the inspection, the inspector spoke with the childminder.
- The inspector looked at documentation, including evidence of first-aid certificates and training.

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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