

Childminder report

Inspection date: 18 December 2019

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
----------------------------------------------	------

What is it like to attend this early years setting?

The provision is good

Children are happy, confident and settled. They are independent and enjoy choosing their own play. The childminder ensures that all learning environments indoors and outdoors are safe and secure. Children gain good social skills. For example, they happily take turns and share as they play nicely together. Children are polite and behave well. Children gain a good understanding of healthy lifestyles. For example, they follow good health and hygiene routines. Children discuss healthy and less-healthy foods when they role play being at the café.

The childminder builds on children's interests and ideas to help keep them motivated and engaged to learn. She takes children to a wide range of places of interest to build on their experiences, such as parks, shops, woodlands, garden centres, farms, wildlife parks and the beach where they discuss the tide and how to keep safe near the water. When children are interested in planes, they go to visit a local airport and watch different planes fly, such as spitfires. Children have good opportunities to explore and investigate during a wide range of activities. Children demonstrate this as they enjoy laying in the dark and looking at the disco lights 'dancing' on the ceiling.

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

- The childminder gets to know children and their individual personalities well. This helps them settle confidently, quickly and happily into their play. The childminder establishes a secure and trusting relationship with all children. They have a good sense of belonging and positive well-being and self-esteem.
- Children are confident to communicate their thoughts and ideas. They enjoy a wide range of stories and singing activities. For example, they enjoy retelling their favourite fairy tale. The childminder supports children to develop good communication skills. For instance, she consistently asks a variety of questions and gives them time to think and respond.
- There are good opportunities for children to develop their physical skills. For example, they regularly visit the parks and use larger balancing and climbing equipment with confidence. Children learn how to move their bodies in different ways. They demonstrate this as they negotiate various obstacles, such as climbing frames and tunnels.
- The childminder self-evaluates her practice effectively. She reflects at the end of each day on how well she motivated children to learn. She uses her findings to support her future activity plans. The childminder works alongside another childminder and she closely monitors the quality of care and teaching they provide children. For example, she observes him interacting with children daily and provides him with helpful advice and feedback. The childminder keeps up to date with new early years information and builds on her skills and knowledge

further. For example, she regularly carries out independent research and reading. She attends beneficial training. For example, she has recently completed sign-language training. This has developed her understanding of how to effectively communicate with children in different ways.

- The childminder establishes positive relationships with parents and keeps them well informed and involved in their children's learning. For example, she encourages them to regularly share their children's achievements from home. The childminder routinely shares videos and photographs with parents to share new activity ideas. She provides children with a good consistency of care. However, she does not make the most of the ways to strengthen the already good partnerships with staff at settings children also attend.
- The childminder has a good knowledge of all seven areas of learning. She provides children with motivating activities and experiences to interest them in their learning. However, she does not consistently provide children with opportunities to extend their interest and skills in mathematics even further. The childminder provides all children with the skills they need to succeed in their future learning.
- Children have good opportunities to be creative and imaginative. Children freely express themselves in a wide range of role play, such as baking in a café. Children explore the marks they make in interesting ways, such as using hands to paint. They enjoy making trees using fir cones and make mosaic pictures.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of the safeguarding and child protection policies, and how to help protect children's welfare and keep them safe. This includes knowing who to contact to seek additional advice and to report and follow up any potential concerns. The childminder completes and monitors thorough risk assessments to include all areas of practice, including trips and outings. Children learn how to keep themselves and others safe in an emergency. For example, they regularly practise leaving the home quickly, calmly and safely in routine fire drills. Children learn about the rules of how to cross the road safely on regular walks in the community.

What does the setting need to do to improve?

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

- build on the already good partnerships with other early years professionals to extend the consistency of children's shared care and learning even further
- provide more opportunities during children's play and routines to extend their understanding and enjoyment of early mathematics to enhance their knowledge of numbers, counting and comparing sizes.

Setting details

Unique reference number	125647
Local authority	Kent
Inspection number	10063847
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	6
Date of previous inspection	5 January 2016

Information about this early years setting

The childminder registered in 1988. She is located in Sevenoaks, Kent. The childminder works with another childminder at the same address. The childminder cares for children from Tuesday to Friday, all year round. The childminder holds qualified teacher status.

Information about this inspection

Inspector

Kelly Hawkins

Inspection activities

- The inspector carried out a learning walk with the childminder and discussed the curriculum she provides for the children. The inspector viewed the areas of the childminder's home that children use.
- Observations were carried out by the inspector of the childminder interacting and communicating with the children.
- A sample of written documentation was reviewed, such as safeguarding policies and procedures.
- The inspector spoke to children and the childminder at convenient times and viewed feedback from parents.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019