

# Childminder report

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Inspection date: 28 November 2019

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

### The provision is good

Children are happy in the care of the attentive childminder and her assistants. They eagerly take part in planned activities such as making individual Christmas cakes. Children listen attentively to the childminder as she explains the origins of ingredients and the impact of sugar on their bodies. They concentrate on tasks, such as grating oranges and lemons. The childminder continually introduces new words which children copy. This helps to promote their language skills.

Children have fun when they join in with songs and nursery rhymes. They choose instruments from the wide range available and readily suggest their favourite songs. Children take part in a wide range of outings to support their understanding about the wider world. For example, they visit older people within the community, and go to animal parks and garden centres, where they take an active part in planting fruit.

Children are independent. They know where to find their wellington boots and coats in preparation for outdoor play. Very young children attempt to put on their own boots. Children are considerate to each other. For instance, they give each other space when playing on wheeled toys. They have opportunities to practise their physical skills. They join in with purposeful activities to strengthen their hand muscles in preparation for handwriting. Children visit parks where they take part in activities to help them learn about keeping fit and healthy.

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

- The childminder has high expectations for herself, her co-childminder and her assistants. They attend purposeful training to help increase their skills and understanding about children's development. For instance, the childminder has successfully implemented knowledge gained from training related to helping children to manage their emotions. As a result, children are very well behaved, they share popular resources and they know how to treat each other with respect.
- The childminder supports children who speak English as an additional language effectively. For example, she uses key words in their home languages and simple signs to help children to express their needs. This helps to contribute to children making links in their communication skills.
- Children follow instructions well. They are inquisitive and delight in smelling a cake mixture. The childminder explains about the spices and fruit used. She asks probing questions about the activity. However, at times, the childminder does not always give older children enough time for them to consider and reply to the questions themselves.
- Children count and sort items during their play. The childminder helps them to

recognise shapes and numbers. She reinforces this when they go on outings, such as noticing numbers on cars and doors. Children help to weigh ingredients when baking. These activities help to support children's mathematical understanding.

- The childminder ensures children are provided with nutritious meals. She liaises closely with parents about their children's dietary needs. Children follow good hygiene practices and develop self-care skills. However, at times, their privacy is not promoted, such as when they use the bathroom.
- The childminder helps children to develop their awareness of what makes them unique. They learn about each other's home lives and celebrate events that are important to them. The childminder ensures resources that reflect differences in society, such as imaginative play items, are easily available for children.
- The childminder has an extremely close relationship with parents. She offers a flexible settling-in procedure to help ease the transition from children's homes. Parents speak highly about the service provided. They say that their children love coming to play and that they have noticed how their social skills have developed since attending.
- The childminder works in partnership with providers of other settings children attend. They share information about children's welfare and development. This helps to ensure that there is continuity of care and learning.
- The childminder values the views of her co-childminder, assistants and parents in the evaluations of her practice. Following a review of staff working hours the childminder arranged for additional staff to cover lunch breaks. This contributes to caring for staff's well-being. The childminder has identified that she would like to increase her knowledge about how to support children with special educational needs and/or disabilities.
- The childminder is very proactive in her local community. She has helped to set up age-appropriate groups where other childminders and children can attend. They share good practice and organise purposeful activities, such as art and craft sessions, for children to enjoy. This contributes to children's ongoing good progress.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding about protecting children from harm. She follows safe recruitment procedures and checks staff's ongoing suitability to work with children. The childminder supports their training. She completes regular supervision meetings to discuss their needs and those of their key children. The childminder and assistants complete regular safeguarding training to ensure that they are aware of current legislation. This includes wider safeguarding issues such as protecting children from extreme views. The childminder reminds older children about keeping safe when using technology. She reviews her risk assessments related to the family dog and she checks the suitability of vehicles used to transport children.

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

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

- consider the needs of children during care routines, such as when they are using the bathroom
- provide older children with time to gather their thoughts, consider information provided and have the opportunity to think and extend their ideas.

## Setting details

<b>Unique reference number</b>	EY387642
<b>Local authority</b>	Kent
<b>Inspection number</b>	10130313
<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 12
<b>Total number of places</b>	12
<b>Number of children on roll</b>	15
<b>Date of previous inspection</b>	18 August 2017

## Information about this early years setting

The childminder registered in 2009. She lives in Maidstone, Kent. The childminder works with a co-childminder and assistants. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a relevant qualification at level 3.

## Information about this inspection

### Inspector

Maura Pigram

### Inspection activities

- The inspector completed a learning walk with the childminder. She observed and discussed the quality of teaching during activities and assessed the impact this had on children's learning. She spoke to the children, the childminder, her co-childminder and assistants at appropriate times.
- The childminder showed the inspector evidence of the suitability of adults living and working on the premises.
- The childminder and the inspector discussed children's learning following a planned activity.
- The childminder provided a sample of her documentation, such as the safeguarding policy and training records. She discussed with the inspector the impact of training on her practice.
- The inspector spoke to parents and took account of their views from written documents.

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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