

Childminder report

Inspection date: 28 January 2020

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	Good
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What is it like to attend this early years setting?

The provision is good

Children listen attentively, enjoy sharing their play and are visibly happy in the care of the warm and nurturing childminder. The childminder uses her daily routines to encourage and promote children's independence. For instance, when the childminder sings the tidy-up song, the children eagerly begin putting their toys away. Children demonstrate that they feel safe and secure. The childminder offers positive experiences for children to learn about nature and caring for the environment. For example, children learn how to grow their own seeds, dispose of food waste, recycle different materials and how to look after animals.

The childminder plans an interesting curriculum based on children's interests and expanding their opportunities to be physically active. She has developed a secure system for observing children's development and carefully tracks their progress. The childminder knows her children well and has high expectations of what they can achieve. This supports children to make good progress from their starting points and they are well prepared for the next steps in their learning. The childminder regularly shares information with parents about their children's progress and shares activities to support home learning. This helps parents to be fully involved in their children's learning.

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

- The childminder supports children to develop their skills and knowledge across all seven areas of learning. Children have access to a well-resourced environment that encourages them to make choices about their own play. The childminder places a high value on offering opportunities for children to learn and explore outdoors. For instance, she is currently developing her garden to extend their outdoor learning experiences even further.
- Children are offered a wealth of opportunities to learn about their community and the world around them. For example, the childminder takes children on visits to local activity groups to socialise with larger groups of children, as well as trips to the library to borrow books. Children enjoy learning about nature on outings to the beach, local farms and national trust areas.
- The childminder provides children with lots of opportunities to listen to stories and sing songs. This supports the development of early literacy skills well. The childminder is a strong role model and entices children into singing their favourite action songs with her enthusiasm. Children are keen to choose their favourite songs and eagerly copy the childminder's actions.
- Children's early communication skills are developing well. The childminder consistently models new and familiar words to develop children's pronunciation. For example, as children point at pictures of animals in factual books and make the sounds, the childminder models their names to develop their understanding.

- Children behave well and are confident in the setting. The childminder communicates expectations particularly well. She consistently talks with children about kindness and respect, such as 'helping each other' and 'sharing' which promotes positive behaviour. However, there is opportunity to further develop the opportunities offered for children to learn to manage their own feelings.
- Well considered settling-in sessions support children to build strong emotional bonds with the childminder. The childminder develops a strong understanding of children's individual needs. Children are visibly happy and confident in her care. For instance, they are eager to bring her toys to play with them or seek her out to share books.
- The childminder is committed to her ongoing professional development. The training has a positive impact on her knowledge and practice. For example, since her last inspection, she has completed her level 3 early years qualifications to develop her knowledge and understanding of child development even further. She has used this to further develop her settling-in systems to ensure that children build firm relationships from the outset.
- The childminder has built strong relationships with parents. Parents praise the good progress that their children make in their learning and how much fun they have with the childminder. They comment that she is 'calm and knowledgeable' and compliment the homely environment.
- Although the childminder counts with children as they play, sometimes, she misses opportunities to support children to use wider mathematical language in the outdoors areas, such as shape, space and measure.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of child protection procedures. She attends regular training in safeguarding and wider child protection concerns. She talks confidently about the signs and indicators of abuse, neglect, female genital mutilation and the risks of families being radicalised. She knows the steps that she must take if she has a concern about a child's safety. The childminder has clear processes to follow should any allegation be made. The childminder ensures that the house is secure and any risks are minimised. This includes asking visitors not to use their mobile phones on the premises and risk assessing her home.

What does the setting need to do to improve?

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

- extend opportunities available for children to use mathematical language in the outdoors areas, such as shape, space and measure
- develop further the opportunities offered for children to learn to manage their own feelings.

Setting details

Unique reference number	EY416837
Local authority	Kent
Inspection number	10074609
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	12 January 2016

Information about this early years setting

The childminder registered in 2010. She lives in Tonbridge, Kent. She operates her service from 8am to 5pm, Tuesday to Thursday, term time only. The childminder holds an appropriate level 3 early years qualification.

Information about this inspection

Inspector

Nicola Edwards

Inspection activities

- The childminder gave the inspector a tour of her setting and explained how she plans the children's curriculum.
- The inspector read some feedback from parents and took account of their views.
- The inspector spoke with the childminder and the children at appropriate times during the inspection.
- The inspector observed the interactions between the childminder and the children. The inspector and the childminder reflected on a learning experience for children.

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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