

Childminder report

Inspection date: 23 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	Met
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What is it like to attend this early years setting?

The provision is good

The childminder provides a warm, welcoming environment where children feel happy and safe. Children play in a designated playroom that contains a wide range of high-quality resources to support children's learning and development. The childminder forms close attachments with children and is responsive to their individual needs. Children make good progress from their starting points.

The childminder adopts effective teaching strategies for supporting young children's emerging speaking skills. For example, she develops children's vocabulary well. The childminder speaks clearly and listens intently to children. She ensures that she accentuates the sounds in words and uses the correct pronunciation.

Children learn to behave well and respond attentively. The childminder is skilled at helping children to take turns. She has a calm approach and clearly explains to children how to share, using age-appropriate language.

Children develop a good understanding of diversity beyond their immediate family. For example, the environment has positive cultural images, books and role-play resources for the children to explore.

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

- The childminder provides a flexible childcare service that meets the differing needs of children and their families. She liaises with parents to establish information about children so that she can meet their needs from the start. The childminder promotes a calm atmosphere in which children quickly feel comfortable. Children learn to share and show consideration for others. The childminder identifies strategies for managing behaviour such as distraction, talking about why behaviour is inappropriate and offering praise in acknowledgement of positive behaviour.
- Children's early literacy skills are supported well. Children have access to a wide range of books and stories. They enjoy creative activities where they are encouraged to give meaning to the marks that they make, and take pride in identifying their own written name. Children demonstrate very good pencil control, and this helps to develop their early writing skills. Children are supported to develop skills they need for future learning. For example, young children feed themselves and learn to wipe their hands and faces after mealtimes. Older children lead their own play and exploration, count, and help tidy away their toys.
- The childminder has established good partnership working with other professionals, including the local school and other settings that children attend,

to give children the support they need. Children benefit from seamless transitions on to their next stages of education.

- Parents are very positive about the care the childminder provides. They say how well the childminder supports their children to make progress in their learning and that she also supports parents when required. Parents say that the childminder provides a safe environment where their children are well cared for. Although the childminder works very well with parents overall, there is less emphasis on their involvement in the evaluation of the childminder's practice.
- The childminder accesses some training to maintain statutory requirements. However, she does not always target her professional development precisely enough to extend her knowledge of any changes regarding early years and develop an expert knowledge of teaching.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of safeguarding, the indicators of abuse and how to protect children in her care. She is aware of the signs that may indicate a child is at risk of harm. She has a good understanding of local safeguarding procedures and where to report any concerns she may have about a child. The childminder encourages children to keep safe within the environment, for instance by tidying toys away and sitting down when eating. Safety gates are in place to prevent children from accessing the kitchen area, and the premises are secure.

What does the setting need to do to improve?

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

- improve professional development opportunities to develop teaching to an outstanding level
- engage parents more closely in the evaluation of the provision.

Setting details

Unique reference number	EY422228
Local authority	Medway
Inspection number	10132689
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	3
Number of children on roll	12
Date of previous inspection	6 October 2014

Information about this early years setting

The childminder registered with Ofsted in 2011. She lives in Rochester, Kent. She works Monday to Friday all year around.

Information about this inspection

Inspector

Kimberley Luckham

Inspection activities

- The inspector and the childminder discussed the way in which the provision supports children's learning.
- The inspector observed children's play and spoke to children at various times during the inspection.
- A tour of the home was completed with the childminder.
- The inspector held a number of discussions with the childminder and looked at relevant documentation.

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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