

Childminder report

Inspection date: 30 January 2020

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

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

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

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

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

Overall effectiveness at previous inspection	Inadequate
--	------------

What is it like to attend this early years setting?

The provision is good

Children feel secure and settled at the childminder's home. The childminder finds out from parents about their children's routines, interests and what they can do before they start. She uses this information effectively to help support children's continuity of care. The childminder also ensures that resources are safe and suitable for children. She helps children to behave well. For example, the childminder calmly explains to them how to treat each other with respect.

Children develop their communication and language skills well. Toddlers enjoy nursery rhymes and older children join in with familiar songs, such as 'Old McDonald had a farm'. The childminder has aspirations for children's learning. For example, when they show an interest in letters, the childminder sounds out letters in their name. She shows them how to write these in the tray of rice. Toddlers enjoy experimenting with the sounds that the rice makes. They enjoy filling and emptying various containers, such as pots and pans.

Children have opportunities to be physically active. The childminder takes children to local soft-play centres and parks where they can practise their physical skills. She supervises children carefully and provides support and encouragement when needed.

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

- Since the last inspection, the childminder has received support from other professionals to help her improve the quality of her practice. She has implemented changes to benefit children. For example, the childminder risk assesses the areas where children enjoy playing and ensures that hazards are minimised. This helps to ensure that children can safely explore and have fun.
- The childminder is attentive to children's needs. Children build trusting relationships with the childminder and they behave well. New children readily go to her for cuddles and reassurance. The childminder encourages older children to be good role models to their younger friends. This helps them to feel a sense of belonging and builds on their self-esteem.
- The childminder helps children to learn about how to keep themselves and others safe. For instance, she explains to them how to be gentle with animals, such as her cats, so that they do not get scratched. The childminder ensures that she is vigilant about children's safety.
- Children enjoy choosing items that they wish to play with. The childminder follows their lead and helps them to play cooperatively together. They have fun racing cars down pipes and along the floor. The childminder introduces new words to younger children, such as 'top' and 'bottom', to help support their language and the meaning of these words. However, she does not always

extend older children's thinking skills and promote higher levels of challenge in their learning.

- Children learn about healthy lifestyles. For example, they understand about germs and to wash their hands at appropriate times. The childminder knows about children's dietary needs and encourages them to try items of food presented to them. However, at times, the childminder does too much for children during mealtimes, which impacts on older children's independence.
- The childminder has established close working relationships with parents. They say that their children enjoy attending. The childminder observes children's progress and shares this information with parents, along with photograph books showing activities that children have enjoyed.
- Children have regular opportunities to gain fresh air and exercise. During fine weather, they enjoy playing in the garden, where they use their imaginations in the wooden boat. Children ride bicycles to the local park and they visit soft-play centres where they learn to take safe risks in their play.
- The childminder provides experiences for children to build on their knowledge about the wider world. For instance, they visit the farm shop and attend charity events to learn about people who help us and those who are less fortunate.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge about safeguarding children. She knows the signs and symptoms that children may be at risk of harm. The childminder is also aware of wider safeguarding issues and knows who to contact if concerned about children's welfare. The childminder attends regular training to help keep her knowledge up to date. She completes risk assessments of all areas used by children and she supervises them during their play and on outings. The childminder ensures that any visitors to her home when she is minding are suitable to be around children.

What does the setting need to do to improve?

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

- make the most of opportunities to help children extend their independence even further, particularly during mealtimes
- provide older and most-able children with an even greater level of challenge during activities, to engage their interest and to further extend their ongoing learning.

Setting details

Unique reference number	EY311873
Local authority	Kent
Inspection number	10119403
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 12
Total number of places	6
Number of children on roll	12
Date of previous inspection	31 July 2019

Information about this early years setting

The childminder registered in 2005. She lives in Minster-on-Sea, Sheerness, Kent. The childminder offers care Monday to Friday, all year round, from 7.30am to 6pm, except for family holidays and bank holidays. The childminder receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Maura Pigram

Inspection activities

- The childminder took the inspector on a learning walk and discussed how activities for children are organised.
- The childminder and the inspector discussed children's learning following their play.
- The inspector looked at documentation, such as first-aid certificates and the safeguarding policy. She checked the suitability of all those living on the premises.
- The inspector took account of parents' views from documentation left with the childminder.

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 2020