

# Childminder report

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Inspection date:

6 February 2020

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Good**

Behaviour and attitudes

**Requires improvement**

Personal development

**Good**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Outstanding

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

### The provision requires improvement

Children arrive happy and eager to play. They are greeted warmly by the childminder and her assistant, who encourage them to take off their shoes and coats independently. Children settle quickly and are soon enthusiastically absorbed in their play. The childminder knows the children well and has planned stimulating activities that support their next steps in learning. For example, she uses wooden bricks to teach children about shapes. Children have made strong connections and attachments to the childminder. They come to her for emotional support and to include her in their play. For instance, children love to sit on her knee to hear their favourite stories. Her warm interactions support children to maintain interest and enthusiasm as they learn new skills and gain knowledge. For example, they excitedly talk about how they might go to the moon.

The childminder has very high expectations for children's behaviour. She deals with minor disputes effectively and teaches children to learn right from wrong. She reminds them about good manners at mealtimes and encourages them to share and take turns. The childminder has recently undertaken training in positive behaviour management. However, she has not yet fully embedded this deeper knowledge into her practice to adapt her strategies to take account of children's ages, stage of development and personal circumstances.

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

- The childminder ensures that most of the required documents are accurately maintained. For example, permission is sought from parents for administering medication, and staff suitability records and attendance registers are kept. However, the record for accidents has not been maintained accurately to document accidents and first-aid treatment required. This is a breach of requirements. However, the childminder verbally informs parents of accidents on the day they occur.
- Children's communication and language skills are very well supported. The childminder teaches children new words to increase their understanding and knowledge. For example, the children learn about buildings and name them as they think about where they might like to live. Young children chatter and copy simple words as their self-confidence to express their needs grows.
- Children go on regular walks and to the park to support their physical development. They confidently climb and challenge themselves to push their abilities further. The childminder encourages them to run and exercise in the fresh air. She plans activities, such as chasing bubbles, to develop their coordination, strength and spatial awareness. Children laugh as they chase around and have fun together.
- The childminder encourages children to appreciate the natural world and to

notice changes in the seasons. Children spot and name flowers that are appearing outside as they enjoy a scavenger hunt in the park. They use magnifying glasses to spot small details, such as bugs and patterns on tree trunks. They collect leaves and pinecones which they explore in more detail, such as when they use crayons to make leaf rubbings. The childminder shares their awe and wonder in the world as she shows them how to blow dandelion seeds and encourages them to do the same.

- The childminder undertakes some useful evaluation of her provision to identify areas for improvement. She has arrangements in place to support her ongoing professional development, including completing some training.
- The childminder works very effectively with parents, who speak highly about the care their children receive. She includes their comments and observations to create a good picture of every child's life experiences, and learning and development. Her assessments highlight any weaknesses in children's progress which she shares with parents, so that any interventions can be put in place swiftly. The childminder makes good use of additional funding to ensure all children are keeping up with their peers and are ready for their future learning, such as when they go to school.
- Children spontaneously enjoy using mathematical concepts and numbers in their play. For example, they are quick to spot matching pairs as they play card games. They notice the numbers on the doors of houses on their walk, and they confidently count backwards from five as they sing songs and rhymes in the playground.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of child protection and safeguarding issues. She knows what signs might make her suspect a child's welfare is at risk. She ensures that she and her assistant are fully trained to recognise when they might need to refer a child or seek other professional advice. She has a good knowledge of wider safeguarding issues, such as the 'Prevent' duty and internet safety. For example, she has spoken with children and their parents about ways they can help themselves stay safe when using the internet. She shares her safeguarding policies with parents, including telephone numbers for referrals and Ofsted.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
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ensure a written record is kept of all accidents and injuries, and first-aid treatment.	17/02/2020
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**To further improve the quality of the early years provision, the provider should:**

- embed consistent and positive strategies to support children's behaviour that takes account of their age and stage of development, and personal circumstances.

## Setting details

<b>Unique reference number</b>	EY314001
<b>Local authority</b>	Kent
<b>Inspection number</b>	10136447
<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>	1 to 15
<b>Total number of places</b>	6
<b>Number of children on roll</b>	17
<b>Date of previous inspection</b>	22 February 2016

## Information about this early years setting

The childminder registered in 2005 and lives in Maidstone, Kent. She provides Monday to Friday, from 7.30 am to 6pm for most of the year. The childminder receives funding to provide free early education for children aged two, three and four years old. The childminder holds an appropriate childcare qualification at level 3.

## Information about this inspection

### Inspector

Alison Martin

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning indoors and outside.
- The childminder spoke with the inspector about her curriculum for children on a learning walk around the setting.
- The inspector spoke with the childminder, her assistant and children at appropriate times throughout the inspection.
- The inspector took parents' views into account by reading their written comments.
- The inspector viewed a range of documentation including children's records, policies and procedures.

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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