

Childminder report

Inspection date: 4 February 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 are happy, safe and secure and enjoy the positive interactions they have with the childminder. They gain good social skills and build meaningful friendships. Children happily share and take turns with resources. The childminder has a high expectation of children's abilities. For example, children are independent, choose their own play and complete their own tasks.

Children are polite and behave well. For example, they remind each other of the rules, such as using their 'listening ears' before they listen to a story. Children are kind and caring. This is illustrated as they are keen to help care for the pet rabbits. Children have good opportunities to explore and investigate the natural world. For example, they learn about different animals and their habitats. They talk about how animals cope in winter and learn about hibernation.

The childminder builds on children's interests and ideas to help keep them motivated and engaged to learn. For example, when children had a keen interest in writing shopping lists, they went on to try different foods at snack and learn about foods from other countries during a story. Children visit a wide range of places of interest and have good opportunities to bring their imagination alive. For example, they visit the woods to collect sticks to make a 'camp'.

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

- The childminder establishes secure and trusting relationships with children. She gets to know children's individual personalities and care routines well. Children have positive levels of well-being and self-esteem, and gain a good sense of belonging. They are settled, confident and happy. Children have a positive attitude towards learning and enjoy their time at the setting.
- The childminder self-evaluates her practice effectively. She reflects daily on how well she has engaged children in their learning experiences. The childminder uses her findings to support her future activity plans. This helps her to keep children interested and motivated to learn. The childminder keeps up to date with new early years information and attends regular and beneficial training. For instance, she has learned about the different ways she can engage children in being imaginative and curious using natural open-ended objects and resources, such as wood.
- The childminder establishes positive relationships with parents and communicates with them verbally each day. However, she does not make the most of ways to encourage parents to share children's achievements from home, to better inform her own assessments and planning.
- The childminder builds and maintains good partnerships with other early years professionals. For instance, she regularly communicates with other childminders

to share new ideas. This helps her to implement activities that stimulate children in new learning opportunities.

- The childminder supports children to develop good communication skills. For example, she consistently asks challenging questions and provides children time to think and then respond. Children are confident to communicate and share their ideas. For instance, they have a keen interest in books and confidently recall their favourite stories.
- The childminder supports children to gain a good understanding of healthy eating and healthy lifestyles. Children follow good health and hygiene routines with independence. They have free access and choice to exercise and be active or engage in quieter and relaxing activities. Children enjoy learning about healthy foods as they try a wide range of healthy fruits, such as kiwi, strawberries and mango.
- Children of all ages have good opportunities to develop and challenge their physical skills. They explore different ways to move, for example negotiating obstacles such as stepping stones and tyres. Children explore larger climbing and balancing equipment on regular trips to the park. They explore different ways that they can move their bodies and learn new skills, such as skipping with a skipping rope. Children have good opportunities to develop their hand-to-eye coordination, for example using tweezers to move objects such as pom-poms.
- The childminder has a good knowledge of the curriculum and all seven areas of learning. She provides children with motivating activities to keep them interested to learn. Although children of all ages and abilities make good progress, the childminder does not consistently provide children with opportunities to extend their interest and skills in mathematics even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of the safeguarding and child protection policies and procedures to follow to help protect children's safety and welfare. She knows who to contact to seek additional advice and to report and follow up any potential concerns. The childminder keeps up to date with any new information and ensures that she keeps her safeguarding training current. She completes regular and thorough risk assessments to ensure that all resources, activities and environments are safe, including trips and outings. The childminder teaches children how to remain safe. For example, they learn about the rules of how to cross the road safely on routine walks in the community.

What does the setting need to do to improve?

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

- extend children's opportunities to develop their interest and skills in early

mathematics, to help them gain skills and prepare them for their future learning even further

- strengthen the already good partnerships with parents and encourage them to share their children's achievements from home more consistently.

Setting details

Unique reference number	EY426956
Local authority	Medway
Inspection number	10071684
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	15 July 2015

Information about this early years setting

The childminder registered in 2011 and lives in Chatham, Kent. She operates Monday to Friday from 7.30am until 5.30pm, all year round.

Information about this inspection

Inspector

Kelly Hawkins

Inspection activities

- The inspector carried out a learning walk with the childminder, discussing the curriculum she provides for the children. The inspector viewed the areas of the childminder's home that children use.
- The childminder was observed interacting and communicating with children.
- A sample of written documentation, such as training certificates and safeguarding policies and procedures, was reviewed by the inspector.
- The inspector spoke to children and the childminder at convenient times and viewed feedback from parents.

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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