

# Childminder report

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Inspection date: 6 February 2020

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

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

### **The provision is good**

Children enjoy interacting with friends as they explore the interesting range of resources on offer. They have a strong sense of belonging and feel safe and secure in the environment. The children chatter away to the childminder as they engage in pretend play. For example, they walk the characters up and down the stairs in the doll's house. The childminder effectively incorporates mathematical language into children's play, such as counting the stairs and looking at positional language.

Children know the routines and feel safe in the care of the childminder and her assistant. The childminder regularly updates the information she has on the children to ensure that she is aware of any changes that might affect them. She uses this information effectively to plan for children's individual needs. This helps ensure they make good progress across all areas of development.

The childminder and her assistant have high expectations for children's learning. They build on the children's interest in books to help extend their knowledge. For instance, they encourage the children to talk about the pictures, such as counting the legs on the picture of a spider. The children are eager to listen to a favourite story being read, they predict what will happen next and are learning that print carries meaning.

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

- Children make good progress with their speech and language and confidently communicate with friends and adults. The childminder makes good use of activities to support their listening and attention skills. For example, the childminder encourages them to name the item of clothing they have picked up and whether they wear it in the warm or cold weather. She talks to them about what they are doing and introduces new words to help increase their vocabulary.
- The childminder is proactive in continuing her professional development. For example, she attends training on a range of subjects to help her improve the service she provides. She supports other early years professionals and shares ideas and best practice to continually improve her knowledge and skills. The childminder works closely with her assistants. She encourages them to update their qualifications and carries out regular meetings to support them in their roles. However, they are not always given opportunities to practise the skills they have learned to ensure they are confident to work with older children.
- Children have plenty of rich opportunities to explore in the outdoors and develop an interest in and understanding of their local community and the wider world. For instance, they visit local attractions and meet up with friends and other adults to help them develop friendships. The children join in with raising money for charities and learn about why they are raising the money and how it will

benefit others.

- The childminder makes good use of spontaneous events to extend learning. For example, she decides to make windsocks to use in the garden with the children, to see which way the wind is blowing. Children are excited to get involved in craft activities. However, the childminder does not clearly explain and show the children what they are going to make in a way that is appropriate to their stage of learning.
- Children are extremely polite, and their behaviour is impeccable. They are exceptionally confident to communicate and share their ideas. For example, they discuss how they need to get the dustpan and brush to sweep the mud up off the floor, after changing into their boots. The childminder implements highly effective behaviour management strategies and has a strong focus on supporting children with managing their feelings. Children have an exceptional understanding of right from wrong from an early age.
- The childminder has established extremely supportive partnerships with parents and other early years professionals. This helps to provide children with an excellent continuity of care and learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a secure understanding of the signs and symptoms and the procedures to follow to ensure she maintains children's welfare. The childminder regularly updates her safeguarding knowledge. For instance, she completes safeguarding training and receives information from the local authority to ensure she is aware of any changes. The childminder understands the importance of ensuring her assistants have a secure understanding of child protection and the wider context of safeguarding, such as radicalisation. This helps to maintain children's safety at all times. The childminder has a good understanding of the actions to follow in relation to safer recruitment, to ensure all adults working with children are suitable to do so.

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

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

- continue to support the assistants to improve their skills and knowledge, to ensure they fully extend older children's learning
- review and improve the way in which focused activities are set out and planned.

## Setting details

<b>Unique reference number</b>	EY260855
<b>Local authority</b>	Kent
<b>Inspection number</b>	10137006
<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 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	16
<b>Date of previous inspection</b>	20 July 2015

## Information about this early years setting

The childminder registered in 2004 and lives in Margate, Kent. She operates from Monday to Thursday from 7.30am to 6pm for most of the year. The childminder also operates out of school care from Monday to Friday during term time only. The childminder has three assistants registered to work with her. She receives funding to provide free early education for children aged two and three years.

## Information about this inspection

### Inspector

Sara Garrity

### Inspection activities

- During the learning walk, the childminder explained how she uses the environment and resources.
- The inspector read letters of reference from parents to gain their views on the service they receive.
- The inspector observed the childminder and her assistant as they interacted with the children and spoke to them at appropriate times.
- The childminder gave feedback to the inspector about the learning taking place during a focused activity.
- The inspector sampled a range of documentation, including first-aid certificates and suitability checks for the childminder and her assistants.

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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