

Childminder report

Inspection date:

6 February 2020

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children are very happy in the childminder's home. They develop strong bonds with the childminder, which support them to settle well and to explore and play with confidence. The childminder sensitively responds to children. She engages with them with warmth and enthusiasm, playing alongside and talking to them to support and encourage their learning.

Children have good opportunities to make independent choices in their play as they select from the wide range of resources and follow their interests. They become absorbed in imaginative activities. For example, children enjoy pretending to cook at the role-play kitchen and recall their own real-life experiences with confidence. Children develop good early literacy skills. They enjoy exploring books and the childminder provides them with props to help bring stories to life. Children enthusiastically talk about their favourite stories and explore the feelings and emotions within them.

Children are well behaved. They are encouraged to share and take turns effectively. The childminder praises children in a consistent and meaningful way that increases their self-esteem and emotional well-being.

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

- The childminder teaches the children well and places a strong focus on supporting children's communication and language development. She talks to the children throughout the day. She continuously encourages thoughtful and engaging conversations, and children express themselves with confidence. The childminder asks challenging questions and allows children time to explore their own ideas and to refine their developing skills.
- Children are provided with good opportunities to explore the local environment with the childminder. For example, they visit local parks, farms, soft play centres and the library. These help to support their physical well-being and their understanding of the wider world. The childminder works with other settings that children attend. This helps to ensure a smooth transition for children and promotes consistency in their learning and development.
- The childminder has a good knowledge of where children are in their learning, the progress they have made and what they need to help them move forward. She closely monitors children's progress. This enables her to recognise promptly if there are any gaps in their learning and implement strategies to ensure that these gaps are swiftly closed. The childminder offers good opportunities for children to develop their early mathematical skills. Children are encouraged to count within activities and learn about concepts such as size. For example, during an exploration activity, children discover long pieces of shredded paper.

The childminder encourages children to compare the different lengths of paper and decide which pieces match the children's height.

- The childminder evaluates her practice effectively. She uses information gained from parents' feedback and her own research and training to improve the quality of the learning and care experiences that she provides for children. For example, the childminder has adapted and enhanced the indoor and outdoor environment. She has provided more effective opportunities for children to lead their own play and extend their exploration and learning. This helps to improve the outcomes for children.
- Partnerships with parents are good. The childminder gathers detailed information about children's routines, likes and dislikes before they start. Parents are very complimentary about the setting and the childminder. However, the childminder does not consistently consider ways to involve parents in extending their children's learning at home.
- The childminder is quick to identify children's needs. For example, she settles babies to sleep when noticing they are tired and supports older children with their personal care needs, such as identifying when they need to blow their own nose. There are times when the childminder could provide children with more support and monitoring. For example, during handwashing, to ensure that this practice is consistently embedded naturally into routines.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of child protection issues. She knows how to recognise and take action if she suspects that a child is at risk of being abused. The childminder keeps her knowledge up to date by accessing training, including how to keep children safe from radical and extreme views. The childminder carries out risk assessments for her home. This ensures that children play and learn in a secure environment.

What does the setting need to do to improve?

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

- extend further children's understanding of how to keep themselves healthy
- consider more ways to help parents support their children's learning at home.

Setting details

Unique reference number	126522
Local authority	Kent
Inspection number	10063729
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 5
Total number of places	6
Number of children on roll	7
Date of previous inspection	1 October 2015

Information about this early years setting

The childminder registered in 1999. She lives in South Ashford, Kent. She operates her service all year round from 7am to 6.30pm, Monday to Friday. The childminder is in receipt of funding for three and four year olds.

Information about this inspection

Inspector

Kimberley Luckham

Inspection activities

- The inspector had a tour of the premises with the childminder and discussed how the early years provision and curriculum are organised.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder about children's achievements and looked at relevant documents, including evidence of the suitability of persons living in the household.
- The inspector took account of the views of parents from their written statements provided for the inspection.

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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