

Childminder report

Inspection date: 10 February 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 Outstanding

What is it like to attend this early years setting?

The provision is good

Children enjoy their time with the childminder. Children show that they feel safe and secure as they confidently engage in the good variety of interesting opportunities and activities that the childminder provides. They learn to play cooperatively with their friends. The childminder and children build warm and trusting relationships. The childminder models very good behaviour through her kind and calm interactions with the children, and children behave very well. They are cooperative and eager to help the childminder and each other. For example, they enjoy helping to tidy away toys, and older children happily fetch things for the younger children.

The childminder's settling-in procedures are sensitive and flexible to meet the needs of the individual child and their family. The childminder gathers good quality information from parents before children start. She uses this to plan effectively for individual children's learning. The childminder makes regular assessments of children's progress, which she shares with parents. Where children are slower to develop in any area, or have special educational needs and/or disabilities, the childminder works closely with parents and other services to provide children with the support they need. The childminder is ambitious for all children and all children make good progress in their learning and development.

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

- Partnerships with parents are strong. The childminder uses a good variety of methods to build relationships and share information between children's home lives and the setting. For example, she sends home a cuddly toy and a scrapbook for parents to record and share the children's experiences at home. She reads this with the children, who delight in recognising pictures of their friends and themselves. Parents value the support that the childminder provides for them and their children. One parent commented that, 'I feel that she provides a great balance of development, kindness, caring, playing nicely, creating and learning good manners.'
- The childminder teaches children mathematical language as she plays alongside them. For instance, children learn to match the number of cars to the written number as the childminder helps them to check how many more or less they need. The childminder supports children's developing language skills as she provides a narrative as they play. She encourages children to play together. For instance, when they bake pretend cakes and sing 'Happy Birthday' to everyone present, young children clap and giggle with delight at being included in the play. Occasionally, the childminder misses opportunities to build on children's interests, to challenge them to think and fully develop their independence skills.
- The childminder consults with parents and children regularly. She incorporates

this into her evaluation of her setting, and uses it to develop the activities she offers. For example, when children want her to take them swimming, she and the children discuss the practicalities before agreeing that a paddling pool in the garden is an acceptable alternative. The childminder has a clear understanding of her responsibilities as an employer to her assistant. She undertakes regular supervision and arranges training to develop the assistant's skills and knowledge.

- The childminder gives children plenty of opportunities to experience the wider community. For example, children develop their social skills as they make regular visits to the local residential home and build friendships with the elderly residents. The childminder teaches the children useful life skills. For instance, she takes them to visit the local market to choose and pay for food for their snack. They bring it back to the setting to prepare and eat together. The childminder provides opportunities for children to develop their physical skills. For instance, they visit local parks to run and play, and regularly walk to the market and other external activities the childminder plans.
- The childminder employs a wide range of strategies to foster a love of books and reading. For instance, she takes children to visit the mobile library fortnightly, where they learn to choose and change books. Parents are encouraged to borrow books and given guidance about reading with their children for enjoyment and learning.
- The childminder works effectively with other providers to ensure that there is a consistent approach to children's learning and development. All children are ready for the next stage in their learning, including school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She has good knowledge of child protection guidance and legislation, which she keeps up to date through regular training. She knows about the signs that can indicate a child is at risk from harm, including radicalisation, and knows what to do if she is concerned about a child's welfare. The childminder implements effective recruitment procedures when she employs a new assistant. She checks regularly on her assistant's continued suitability to work with children. The childminder implements robust induction procedures to ensure that her assistant has the necessary knowledge and understanding to keep children safe.

What does the setting need to do to improve?

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

- build more fully on children's interest in activities to challenge them to think and develop their independence skills.

Setting details

Unique reference number	EY313238
Local authority	Kent
Inspection number	10136445
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 6
Total number of places	6
Number of children on roll	10
Date of previous inspection	18 November 2015

Information about this early years setting

The childminder registered in 2005 and lives in Maidstone, Kent. She cares for children between the hours of 8am and 6pm, Monday to Friday, all year round, and works with an assistant. She occasionally extends these hours by arrangement. The childminder and her assistant both have appropriate qualifications at Level 3. The childminder is registered to provide funded education for children aged two, three and four years.

Information about this inspection

Inspector

Terrie Simpson

Inspection activities

- The inspector viewed the areas used for minding, and they discussed with the childminder the arrangements for the care and education of the children.
- The childminder and the inspector discussed and evaluated the childminder's teaching and the impact on children's learning throughout the inspection.
- Parents shared their views through letters and emails. The inspector took these into account.
- The inspector interacted with children throughout the inspection.
- The inspector viewed a sample of documentation, including the childminder's recruitment, complaints and safeguarding policies and records.

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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