

Childminder report

Inspection date: 12 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 feel safe, secure and build strong bonds with the childminder. She finds out information from parents about their children's routines, interests and abilities before they start. The childminder utilises this information to help her to provide a nurturing environment that meets their individual needs. The children confidently explore and interact with friends. They go to the childminder for a cuddle if needed and have valuable opportunities to develop their emotional well-being. The children's behaviour is good and appropriate to their age. They enjoy the responsibility of carrying out small tasks, such as helping to tidy up and put away toys before going to wash their hands ready for lunch.

The childminder provides a wide range of experiences to enable children to develop their early writing skills. For instance, children write lists on their clipboards ready for their visit to the garden centre. The childminder skilfully engages children at story time. The younger children enjoy holding onto a book and turning the pages, while older children listen intently to the story before retelling it to their dolls. The childminder effectively incorporates mathematical language into children's play. For example, the children explore numbers and shapes in the environment, such as road signs and number plates. Children develop the skills needed in preparation for the next stage in their learning.

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

- Children develop good communication and language skills. For instance, they enjoy talking about the photographs displayed on the wall and recall past events. The children name their friends in the photographs and remember what they did when they visited the museum. The childminder makes good use of activities to extend children's vocabulary. She places a strong focus on helping children to be confident in their speech. The children chatter away to the childminder about the bee they found in the garden. They state that it was 'massive' and the childminder reinforces this, stating that it was 'huge'. The childminder has high expectations for all children and provides them with high-quality care and learning experiences.
- The childminder provides older children with a range of opportunities to engage in craft activities to explore media and materials. For example, they paint using tools and printing resources to make their picture. However, younger children and those children who are not as keen to explore messy play activities do not have as many opportunities to experiment using sensory exploration.
- The childminder is a very strong believer in taking the children out and about, to learn about where they live. They go to a range of different groups to support them to develop their social skills. The children particularly enjoy going to the library and local wildlife parks to enable them to learn about their community.

They explore the local parks and open spaces to develop their physical skills and exercise. The childminder provides children with a good range of experiences that help them learn about how to lead a healthy lifestyle.

- The childminder plans a range of experience to support children's learning. They learn about the world in many ways. For instance, the children enjoy planting seeds and talk about how the seeds will need water and sunshine to grow. However, at times, focused activities do not ensure younger children are fully included and older children are given additional information to support them to extend their knowledge.
- The childminder is particularly organised and dedicated to developing her practice. For example, she undertakes a range of professional development training, such as meeting with other professionals to share best practice. She understands the importance of working closely with parents and other settings children attend, which contributes towards a consistent approach to meeting children's needs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her role in keeping children safe. She recognises signs that may indicate a child is at risk of harm. The childminder keeps her safeguarding knowledge up to date. For instance, she completes child protection training, which includes information on the wider context of safeguarding, such as radicalisation, to maintain children's safety at all times. The childminder receives regular updates from the local authority and has a secure understanding of the actions to take if she had concerns in relation to children's welfare. The childminder ensures suitability checks are completed for everyone living in the home that requires one.

What does the setting need to do to improve?

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

- increase the opportunities younger children have to explore a range of media to help them to develop their senses
- review and improve how focused activities are planned and organised to help ensure they meet the needs of all children.

Setting details

Unique reference number	EY284437
Local authority	Kent
Inspection number	10137039
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	5 to 1
Total number of places	6
Number of children on roll	9
Date of previous inspection	13 January 2016

Information about this early years setting

The childminder registered in 2004 and lives on the outskirts of Faversham, Kent. She operates her service Monday to Friday from 7.30am to 5pm, for most of the year. The childminder receives funding to provide free early education for children aged three years. She holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Sara Garrity

Inspection activities

- As part of the learning walk, the childminder gave the inspector a tour of the home and explained how she supports children's learning.
- The inspector took account of parents' views through letters of reference.
- The inspector observed the childminder interacting with the children, and spoke to her and the children at appropriate times during the inspection.
- The inspector sampled a range of documentation, including suitability checks, insurance and paediatric first-aid certificates.
- The childminder completed a focused activity with the children and feedback to the inspector on the learning taking place and how she will plan for children's next steps.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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