

Childminder report

Inspection date: 24 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 | Not applicable |

What is it like to attend this early years setting?

The provision is good

Children develop secure attachments with the childminder. She provides reassurance to slowly encourage younger children to leave her side and interact with their peers. Children show their attachments by including the childminder in their play.

Children learn to negotiate and cooperate throughout their play and share resources available to them. Children's interests and preferences are incorporated into their daily play to help to support their self-esteem. Children are challenged and their next steps in learning are incorporated appropriately throughout their play. However, younger children's confidence to join in larger group activities with older children is not always promoted fully.

Children feel safe and secure to explore the space available to them. They confidently develop and explore movement within their indoor environment. For example, young children learn to negotiate steps from the lounge to the playroom and use simple words to describe their actions. Children show a growing confidence to communicate their needs to the childminder. For example, they show the childminder their sock when it needs putting back on. However, younger children's confidence to make simple sounds and words is not always fully supported through routine play activities. The childminder has high expectations for every child. She uses information from parents to extend children's experiences.

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

- The childminder engages very well with children, and gives them equal attention and interaction. She balances her time well to incorporate all areas of learning into their play. She successfully uses resources that link to children's interests to support introductions to new play experiences.
- Children's early mathematical understanding is constantly promoted through the use of mathematical language in all activities. The childminder uses numbers, counting, comparisons, colours, size and shapes in all aspects of their play. She uses positional language to help them to understand 'below', 'on top of', 'underneath', 'higher', 'lower', 'taller' and 'smaller'. Children show a growing understanding of amounts. For example, young children understand that they can balance one brick on top of another.
- The childminder models good language skills to describe and explain children's play and experiences. She commentates constantly throughout their play, responding to older children's conversations through positive language. However, younger children's speaking and language are not always promoted effectively as the methods used are sometimes too complex for their stage of development.

- Children learn about hygiene and healthy eating through daily routines. For example, children wash their hands at snack time and access water throughout the day. Children explore local facilities, including parks and open spaces, to extend their physical skills and to access daily fresh air.
- The childminder extends existing experiences and introduces new experiences throughout the week, such as visiting local places of interest, exploring wildlife and visiting the library. This helps to enrich children's lives and introduces activities that they may not experience at home.
- The childminder works successfully with parents. For instance, she obtains verbal and written responses to help her to make ongoing improvements. The childminder makes changes according to parents' wishes and children's needs. The childminder initiates liaisons with other settings children attend, to promote consistent approaches to children's learning and care.
- Children have many opportunities to extend their social skills through group activities. They follow a daily routine to take part in story and song times, finding their space with their own cushion and helping to choose what stories and songs they will listen to and join in with. They attend regular groups within the local community to develop relationships with children they may go to school with. However, younger children sometimes lose interest and focus. The childminder does not always use successful strategies to support their concentration or confidence to fully take part in group activities.
- The childminder has a positive attitude towards her professional development. She sources information from other settings and providers to keep herself up to date with regulations and the latest practices.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to protect children from harm. She updates her knowledge of procedures to follow if she has a concern about a child in her care. The childminder is aware of the signs and symptoms of child protection issues. She promotes children's understanding of their own safety well. The childminder encourages children to assess hazards and carefully encourages them to extend their thinking of what is safe for them. She incorporates children's understanding of road safety into their daily routine, walking to and from local facilities, such as parks and local groups.

What does the setting need to do to improve?

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

- consider more closely how to adapt activities to ensure all children, in particular younger children, fully engage and benefit from the learning opportunities
- enhance younger children's opportunities to explore with sounds and simple

words.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | EY554708 |
| Local authority | Kent |
| Inspection number | 10143664 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register |
| Day care type | Childminder |
| Age range of children | 1 to 6 |
| Total number of places | 5 |
| Number of children on roll | 2 |
| Date of previous inspection | Not applicable |

Information about this early years setting

The childminder registered in 2017 and lives in Lenham, near Maidstone, Kent. She operates all year round from 7.30am to 6pm, Monday to Friday, except for public holidays and family holidays. The childminder holds a relevant qualification at level 3.

Information about this inspection

Inspector

Claire Parnell

Inspection activities

- The inspector observed children and the childminder engaging in play in all areas of the childminder's house used for childminding purposes.
- The childminder and the inspector completed a joint observation.
- The childminder shared parents' views with her as part of the inspection process.
- The inspector took account of the childminder's evaluation of her service.
- The inspector looked at a sample of the childminder's documentation, including children's records, and evidence of suitability checks completed for the childminder and members of her household.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2020