

Childminder report

Inspection date: 9 March 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children settle well. The childminder implements clear routines to support children to know what is happening next. For example, children know to wash their hands before mealtimes, and take their shoes off before going inside to hang up their coats ready to play.

Children are content to explore the range of interesting resources the childminder has on offer. For instance, they have a keen interest in technology. They know to close the curtain in the hallway to make the room dark so that they can play with the torches and see the lights on the wall. Children are beginning to learn scientific concepts as they observe the coloured lights and the patterns they make.

The childminder engages the children in conversations and encourages them to listen to instructions as they fill the bird feeders. She introduces mathematical language, supporting children to count the fat balls as they place them in the feeder. Children's behaviour is good. The older children are courteous and allow the younger children to take their turn first. They patiently wait for the younger children to practise scooping the seeds into the beaker before they pour them into the funnel to fill the containers. The childminder encourages the children to see if they have a big or small amount of food in the beaker. Children are motivated to learn and are curious about the different types of food for the birds.

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

- The childminder undertakes a varied range of professional development training, such as meeting with other practitioners to share good practice. She constantly reflects on the service she provides and has addressed the recommendations set at her previous inspection. For instance, she has further developed the positive relationships she has established with parents to encourage them to share information to help inform her planning. The childminder communicates effectively with parents, who state that they value the range of activities she undertakes with their children. However, the childminder has not initiated robust partnerships with other early years settings children attend, to help her strengthen further the consistency of care and learning she offers to all children.
- The childminder provides a wide variety of experiences for children to use their imagination, for example developing their creativity as they manipulate the dough into balls to make faces. The childminder skilfully extends their play by introducing new resources such as wool and plastic circles for the children to make faces and hair. She encourages children to practise holding scissors and using them to cut the woollen hair into different lengths. Younger children are fascinated by the way the scissors open and close as they make marks in the dough. The childminder offers children a good range of tools to help them to

develop their finger and hand control and support their physical development.

- Children experience a wide range of outings in the community, for example visits to groups to meet with friends and develop their social skills. The childminder is passionate about supporting children to learn about the world around them. For example, children enjoy helping to care for the chickens in the childminder's garden, as well as going to the woods to splash in muddy puddles. The childminder teaches children about the life cycle of plants. They study the decaying leaves as they hunt for bugs and look for the first signs of spring flowers. Children have opportunities to learn about similarities and differences, and changes in the environment.
- Children make good progress in their learning and development. They are confident and feel safe and secure in the care of the childminder. Older children practise their hand-eye coordination as they use a bat to hit the ball suspended from the ceiling. Younger children develop their spatial awareness as they manoeuvre around the garden in the sit in cars. The childminder assists children to exercise and develop their physical skills effectively. However, she does not always provide older children with as many opportunities to develop their early writing skills while playing outdoors.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of child protection and the wider contexts of safeguarding, such as radicalisation. She can clearly explain the signs that might indicate a child may be at risk of harm. She is able to confidently explain the procedures to follow and who to contact to ensure that she maintains children's welfare. The childminder keeps her training current. For example, she carries out research and receives updates from the local authority to notify her of any changes to contact details and procedures. The childminder understands the importance of making sure that older children have a good knowledge of how to stay safe online.

What does the setting need to do to improve?

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

- strengthen information sharing with other settings that children attend to further support consistency in their learning and promote even higher levels of progress
- review and improve the opportunities older children have to develop their early writing skills, especially for those children who enjoy playing in the outdoor environment.

Setting details

Unique reference number	EY273382
Local authority	Medway
Inspection number	10071666
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 6
Total number of places	6
Number of children on roll	5
Date of previous inspection	18 December 2015

Information about this early years setting

The childminder registered in 2003 and lives in Gillingham, Kent. She operates Monday to Friday, from 7.30am to 6.30pm, during most of the year. The childminder holds a relevant early years qualification at level 3. She receives funding to provide free early education for children aged three years.

Information about this inspection

Inspector

Sara Garrity

Inspection activities

- The inspector observed the daily routines and the childminder's interaction with the children indoors and outdoors.
- During the learning walk, the childminder explained to the inspector how the early years provision and curriculum are organised.
- The inspector read letters of reference to take into account parents' views on the services they receive.
- The childminder provided feedback to the inspector on the learning taking place during a focused activity they jointly observed.
- The inspector talked to the childminder and children at appropriate times during 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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