

Childminder report

Inspection date: 12 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

The childminder provides a safe and highly stimulating environment for children, both indoors and outdoors. She encourages them to freely choose activities, and explore their own ideas and ways of doing things. Children are happy, and enjoy their time in the childminder's care. The childminder plans a good variety of experiences to develop children's manipulative skills. For example, children eagerly push sunflower seeds into the soil, and peel off colourful stickers to decorate their plant pots. The childminder skilfully engages children in meaningful conversations to extend their communication skills, such as talking about the woodlice they see. She values what the children have to say, and gives them enough time to respond to questions. The childminder provides parents with regular summaries of their children's progress, to help support their learning at home. Parents comment that they are very happy with the service provided.

The childminder has high expectations of all children's behaviour. She consistently praises children and tells them what they do well, to help them understand the behaviour that is expected of them. Children are confident, polite and helpful to one another. For instance, they pass stickers to their friends and say, 'It's good to share, isn't it'.

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

- The childminder supports children's communication and language skills effectively. She ensures that the ambitious curriculum she plans strengthens children's understanding and vocabulary. For example, she teaches new words compost and sprinkle, while planting the sunflower seeds. Children listen attentively to familiar stories, read to them by the childminder. They demonstrate their ability to confidently join in with repeated refrains, and anticipate key events in the story. Children make good progress from their starting points, and are developing the skills needed for the next stage in their learning and future success.
- The childminder's clear learning intentions are demonstrated in the way she makes the most of opportunities to build on children's mathematical skills. She supports children's developing understanding of number and size well. For instance, they count the sunflower seeds, and talk about the wood lice, rolling into a 'little' ball.
- The childminder successfully helps children manage opportunities for risk and challenge. She encourages them to be independent, and actively involved in the preparation of meals. For example, children demonstrate perseverance using special safety knives to saw broccoli, which develops their hand-eye coordination even further.
- The childminder forms close relationships with children. She supports their health and emotional well-being very well. The childminder works closely with

parents to provide healthy, nutritious meals for children. She introduces songs to motivate and help children remember how to wash their hands effectively. Children have exciting outdoor equipment to play with in the childminder's garden. They have good opportunities for climbing and for developing their coordination; for example, on slides and by riding wheeled toys. The childminder also takes children out into the community, and to various parks. Children widen their social and cultural awareness, meeting different people on a range of interesting outings.

- Children are aware of the house rules and boundaries in place. They carry out simple tasks together, such as tidying away the toys when they have finished playing with them. The childminder attends regular training, such as behaviour management. This has an impact on her good practice to manage children's behaviour. Children behave very well. For instance, they manage to regulate their own emotions, and show respect for each other.
- The childminder builds positive relationships with other professionals, to support children's transitions into pre-school. For example, she provides information about children's progress to ensure the continuity of care. The childminder actively shares with parents their child's next steps for learning. For example, she sends home activities for children to practise their pencil control. However, the childminder misses opportunities to promote children's interest in writing during daily activities.
- The childminder gives parents a summary of their child's development between the ages of two and three, to give to the health visitor. However, she does not always use self-evaluation to collect the views of parents effectively, or ask them to help her identify areas where she could further improve.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of the signs and symptoms that a child may be at risk of harm. She knows the correct procedures to follow if she has concern about a child's welfare. The childminder updates her training, and understands the wider safeguarding issues that help keep children safe. Risk assessment is effective. The childminder keeps children safe on outings, and regularly checks her home to minimise potential risks to children. Children know what to do in the event of a fire evacuation drill. They learn how to keep themselves safe.

What does the setting need to do to improve?

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

- maximise opportunities for children to further practise their emergent writing skills during daily activities

- make effective use of reflective practice opportunities and involve parents more fully in the assessment process, when children are between two and three years of age, to raise the practice to a higher level.

Setting details

Unique reference number	125994
Local authority	Kent
Inspection number	10063850
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	1 to 6
Total number of places	6
Number of children on roll	9
Date of previous inspection	26 January 2016

Information about this early years setting

The childminder registered in 1998 and lives in Tonbridge, Kent. The childminding service is available from Monday to Friday, 7.30am to 6pm, all year round. She receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Jane Winnan

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning and development.
- The inspector and the childminder carried out a joint observation.
- The inspector looked at a sample of documentation, including the childminder's safeguarding children policy, and complaints procedure.
- The inspector took account of the views of parents, through the written feedback provided.
- The inspector completed a tour of the childminder's home, to understand how the curriculum and environment was organised.

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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