

# Childminder report

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Inspection date:

26 September 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Good

## What is it like to attend this early years setting?

### The provision is good

Children are happy and settle quickly into the childminder's care. They establish secure attachments with the childminder and her assistant, who works in the childminder's home after school. Children move freely around her home, choosing where to play and accessing the good range of toys and activities on offer. The childminder has high expectations for children's early literacy. For example, she introduces a story sack to children that she has made herself to help them develop a love of books and stories. However, she has not obtained children's starting points from parents so does not identify clear learning intentions from the start.

The childminder provides opportunities for children to play outside and visit the park to help them develop a healthy lifestyle. She recognises the need to find more effective ways of encouraging parents to help children begin to understand the benefits of a healthy diet. Parents enjoy reading regular newsletters and comment they are happy with the service provided.

Children feel safe and secure. The childminder is a good role model and teaches children right from wrong. She patiently helps younger children understand that they must share the toys and equipment. The childminder agrees some strategies with children to help them take turns and manage any future conflicts independently. For example, she suggests they could use the sand timer to help them share. Younger children gradually develop an awareness of their own and other children's feelings.

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

- The childminder supports children's emerging communication and language skills effectively. She makes the most of opportunities to build on their vocabulary across a range of activities and teaches them new words. For example, the childminder teaches children the names of dinosaurs, such as 'Stegosaurus'. However, she does not gain enough information from parents about children's starting points to help her fully understand what they know and can do and enhance children's experiences right from the beginning.
- The childminder makes the most of opportunities to support children's mathematical development. For example, children show they are confident counting a line of toy ponies as they are supported by the childminder, who points to each one in turn.
- The childminder and her assistant decide on learning intentions for a range of focused activities to help children learn about the world around them. For example, they learn about the seasons and some religious festivals, to help children learn about the similarities and differences among people.
- The childminder uses her observations and assessments of children to decide

what they need to learn next. She uses this information about children's abilities to implement her planning and teaching to help children make good progress. For instance, she teaches children how to use scissors safely and to strengthen their physical skills. Children have the time and freedom to become deeply involved in activities that challenge them. They concentrate well and are motivated to learn.

- The childminder has developed good relationships with local primary schools to support children's next stage in their learning. She finds out which system they have in place to teach children early reading skills. The childminder teaches children how letters and groups of letters of the alphabet look and sound, and shares this with parents to support learning at home.
- Children are independent and have started to manage their own personal care needs, including toileting and handwashing. The childminder supports children's emotional well-being very well and supports children to extend their physical development.
- The childminder has long-standing relationships with parents in the local community and shares information verbally on a daily basis. However, partnership with parents is not fully effective as she does not talk to them about the importance of children learning about a healthy diet. The childminder demonstrates a positive approach towards continually improving the quality of her practice and the service provided for children in her care.
- The childminder and assistant are qualified. They meet together regularly to discuss individual groups of children and plan for the next steps in their learning. The childminder keeps her assistant updated with any new information for her role and to improve the quality of teaching.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant understand their responsibilities to promote children's welfare. They have good knowledge of how to recognise and report any child protection concerns. The childminder regularly talks to her assistant to share what she has learned and help them build on their practice. For example, she shares information about the wider safeguarding issues, such as radicalisation and exploitation, to keep children safe. The childminder follows her recruitment procedures to ensure people she employs are suitable to work with children. She carries out risk assessments and talks to children about keeping safe in her home and when out and about.

## What does the setting need to do to improve?

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

- gather more information from parents about what children know and can do to

help enhance children's learning experiences further

- improve the arrangements with parents to encourage children's understanding of a healthy diet.

## Setting details

<b>Unique reference number</b>	EY461084
<b>Local authority</b>	Kent
<b>Inspection number</b>	10106613
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	2 to 7
<b>Total number of places</b>	12
<b>Number of children on roll</b>	15
<b>Date of previous inspection</b>	26 May 2016

## Information about this early years setting

The childminder registered in 2013. She lives in Greenhithe, Kent. The childminder works with an assistant after school who has a relevant childcare qualification at level 3. The childminding service is open Monday, Tuesday, Thursday and Friday from 7.30am to 6pm and Wednesday from 2pm to 6pm, during term time only. The childminder is registered for overnight care. She has early years professional status, a relevant qualification at level 6. She receives funding to provide free early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jane Winnan

## Inspection activities

- The inspector observed activities indoors and outdoors, and conducted a joint observation with the childminder.
- The inspector looked at the childminder's risk assessments, attendance record, and her safeguarding and complaints policies.
- The inspector looked at the setting's planning and learning intentions for focused activities, which was offered by the childminder.
- The inspector discussed with the childminder how she works in partnership with parents.
- The inspector observed children's personal care routines and the childminder's nappy-changing procedures.
- The inspector spoke to the childminder at appropriate times throughout the inspection to ascertain her understanding of safeguarding and of the learning and development requirements.

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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