

# Childminder report

---

Inspection date: 15 November 2019

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
|------------------------------|-------------|

---

|                          |             |
|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

|                                              |            |
|----------------------------------------------|------------|
| Overall effectiveness at previous inspection | Inadequate |
|----------------------------------------------|------------|

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

### The provision is good

The childminder and her assistant have a secure knowledge of children's individual stages of development. Children explore the well-planned home environment with great confidence. They show good levels of engagement in activities and eagerly explore and make new discoveries. The childminder and her assistant have high expectations of children's abilities and use their good knowledge of what children need to learn next to extend their learning. Children independently select building bricks to play with, and the assistant incorporates counting and colours.

Children show great concern for others. They demonstrate that they understand their emotions and those of others. They indicate to the childminder when children are sad and then express why they are now happy. Children have close bonds with the childminder and her assistant and confidently include them in their play. The childminder and her assistant work well as a team. They create a relaxed and inviting environment, reflecting children's interests.

Children ably listen to and follow instructions. They are beginning to be able to dress themselves for outdoor play and learn how to cut fruit at snack time. The childminder teaches children to take risks in safe surroundings, for example when they balance on the wooden logs in the garden. This builds on children's physical well-being.

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

- The childminder has greatly improved her practice and has sought support from her local authority adviser to aid her in the process. This has enhanced the organisation of the operational processes effectively, and has strengthened the planning of the curriculum. The childminder monitors the work of her assistant successfully and provides her with constructive feedback from observing her interactions with children. They have weekly meetings to reflect on their practice and plan new learning experiences to cover all areas of learning.
- Children take part in well-targeted activities that enhance their learning. For example, they learn about raising money for those less fortunate than themselves. However, the childminder and her assistant sometimes move children on to the next activity before they have been able to draw play to their own conclusion. This does not fully extend children's concentration levels and enjoyment of each activity.
- The childminder has dramatically increased the amount of training and development opportunities both for herself and her assistant. This has improved their understanding of the curriculum and supporting children's individual needs effectively, and of how to extend children's speech and language development. For example, they now understand the importance of allowing children plenty of

time to think and respond to questions. All children, including those who are quieter, successfully share their thoughts and views verbally.

- Children listen intently to stories and enjoy how the assistant reads with enthusiasm, changing her tone to bring the story alive. She encourages children to predict what may happen next and to talk about what they see on the pages. Children develop a positive attitude towards learning.
- Partnerships with parents are good. The childminder works closely with parents to gain information about what children already know and about their care needs and interests before they start attending. Parents make positive comments about the childminder and her assistant. Partnerships with other early years settings children attend are less effective. The childminder does not regularly seek or share developmental information and next steps planning on an ongoing basis. This does not fully promote continuity of children's care and education.
- Children behave well. The childminder and her assistant, who are good role models, sensitively help children to learn how to share toys and resources. For example, when building three-dimensional constructions from the magnetic shapes, they encourage children to swap shapes to enable them to continue with their creations. This helps children to gain skills for their future.
- The childminder takes children on regular outings in the local community to help them to develop good physical skills and to gain an understanding of the wider world. Children benefit from autumn walks and playing in the garden, where they have opportunities across the areas of learning. For example, they develop their early mark-making skills as they draw with chalk on the blackboards.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have recently updated their safeguarding knowledge. They have a good understanding of wider safeguarding concerns and are fully aware of the signs and symptoms of abuse. They are confident in their ability to act quickly in the event of a child protection issue. The childminder makes sure children are cared for in a safe and secure environment. She supervises children vigilantly and ensures that she risk assesses activities and visits effectively to help minimise any hazards to children.

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

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

- continue to develop effective communication systems with other early years settings that children also attend to further support consistency in education
- allow children to spend more time at activities to increase their concentration and enjoyment and to enable them to draw their play to their own conclusion.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY409609                                                                          |
| <b>Local authority</b>             | Medway                                                                            |
| <b>Inspection number</b>           | 10118186                                                                          |
| <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</b>       | 0 to 11                                                                           |
| <b>Total number of places</b>      | 12                                                                                |
| <b>Number of children on roll</b>  | 17                                                                                |
| <b>Date of previous inspection</b> | 12 July 2019                                                                      |

## Information about this early years setting

The childminder registered in 2010. She lives in Chatham, Kent and works Monday to Friday from 7.30am to 5.30pm, for most of the year. The childminder employs an assistant.

## Information about this inspection

### Inspector

Helen Penticost

### Inspection activities

- The childminder and the inspector conducted a learning walk to view the provision and discuss the planning for children's learning.
- The childminder and the inspector discussed matters relating to safeguarding, the self-evaluation process and the activities she provides for children.
- The inspector observed the childminder and her assistant interacting with the children.
- The inspector looked at relevant documentation, such as training certificates, and sampled written policies.
- The inspector completed a joint observation with the childminder.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2019