

Childminder report

Inspection date:

7 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

The childminder observes children in their play and assesses their abilities and progress through her meticulously planned teaching. She has consistently high expectations for all children. The childminder identifies their starting points and has creative plans in place for each child. She is highly focused on supporting children to make the best possible progress. The childminder has developed strong relationships with children and their families. For example, she shares her knowledge and experience to help reassure parents and to better support their children's learning and care needs. The childminder reflects regularly on her practice and has implemented changes to the setting. However, she does not fully utilise training opportunities to further improve outcomes for children.

Children use their physical skills, for instance using tools during play and transporting objects in the large and inviting garden. The childminder consistently promotes children's independence skills. For example, she encourages children of all ages to try for themselves. The childminder provides parents with regular information about their children's stage of learning. Children feel confident and secure. However, they do not have a consistent understanding of the rules and routines in place to develop and extend their understanding of safety, to help further develop their learning.

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

- Children learn to behave well. The childminder uses praises and teaches children effectively about how to cooperate and take turns during play. For example, children use timers to ensure fairness when sharing resources.
- The childminder expertly follows children's interests and uses these moments to deepen their understanding. For instance, she listens carefully to children's observations about the natural world and helps them to develop their interest through carefully planned and challenging activities.
- Children enjoy spending time outdoors each day and regularly attend local groups for varied activities which help to develop their large-muscle skills. The childminder provides balanced and healthy meals which help to support a healthy lifestyle. She teaches children to consider risks. For example, allowing them to use safe cutting knives at lunchtime as they prepare an apple.
- Although the childminder has attended mandatory training, she does not identify her individual training needs. She does not plan her professional development to ensure she continues to raise the quality of her teaching even further.
- The childminder considers the children's personal and emotional needs. She is caring and kind, using everyday events, such as getting ready for the garden, to support children's confidence and developing personal skills. However, she does not consistently help children to learn about the rules and routines in the setting,

to develop their understanding of safety in her home.

- The childminder skilfully uses her observations of children to develop the next steps in their learning. She plans fascinating and engaging activities to develop children's existing knowledge of mathematical and language skills. For example, children participate in a treasure hunt, which encourages them to develop their vocabulary and practise their counting.
- The childminder provides a wide range of interesting experiences to help children develop their understanding of different people and lifestyles. For example, children get to try foods from around the world and enjoy resources in the role-play area which reflect various backgrounds. The childminder also attends local groups in the community, which helps them to learn about the differences between people.
- The childminder evaluates her setting and plans improvements. Since her registration, she has made changes to the environment, based on observations which identified a need to further develop the outside space.
- Children are happy and secure. The childminder has good relationships with them and their families. Parents are kept well informed about the children's interests and daily activities. The childminder offers good advice for families in support of children's progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows what to do and who to contact if she has a concern about a child's welfare. She attends safeguarding training to keep her knowledge up to date. The childminder reads about additional safeguarding issues to help her protect children from harm. She is confident in her knowledge of potential signs and symptoms of abuse. The childminder is well informed about how and when to make referrals to other agencies, including Ofsted. She regularly carries out checks on the environment to help her respond to and identify potential risks to children. The childminder has completed training to learn how to identify children who may be at risk of radicalisation or extremism.

What does the setting need to do to improve?

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

- ensure a more consistent approach to applying rules and routines, to help children of all ages learn about their own safety in the setting
- increase professional development opportunities to further improve the quality of teaching and outcomes for all children.

Setting details

Unique reference number	EY547134
Local authority	Medway
Inspection number	10111198
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 4
Total number of places	5
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in Strood, Kent. She operates Monday to Friday from 7am to 6pm, all year round. The childminder receives funding to provide free early education for children aged three and four years.

Information about this inspection

Inspector

Anna Fisk

Inspection activities

- The quality of teaching and the level of support given by the childminder were observed.
- Personal care routines, such as nappy changing times and mealtimes, were observed during the inspection.
- The childminder talked about how she plans to teach the children and assess their different stages of learning in the setting.
- A selection of the childminder's paperwork, including her suitability documentation and safeguarding policy, was reviewed.
- The inspector discussed with the childminder what she intends children to learn, based on their interests and what they already know.

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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