

Inspection of McPherson, Alice

47 Lion Field, Faversham, Kent ME13 7PP

Inspection date: 19 May 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are settled, confident and independent. They choose their own play with confidence. Children are eager to join in with the motivating activities that the childminder carefully plans for them. For instance, children have an interest in animals. They go on to visit the zoo and talk about the different animals and their habitats. Children enjoy making unique pictures by using model animals in paint to create different patterns. Children learn about the natural world around them. They learn about the life cycle of a caterpillar and enjoy using magnifying glasses to explore nature close up.

Children learn about the importance of healthy lifestyles. They talk about the amount of sugar in their foods and the importance of brushing their teeth to keep them healthy and clean. Children independently follow the thorough hygiene practices in place, including stringent handwashing routines. They have good opportunities to develop their physical skills and learn to move in different ways. For instance, they confidently use challenging climbing and balancing equipment, such as climbing walls. Children are confident to communicate their ideas and share their thoughts. They learn how to manage risks and keep themselves safe. For instance, children discuss how to cross the road safely and how to remain safe around water when they visit the beach.

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

- The childminder and her assistants get to know children well, including their unique personalities and their likes and dislikes. They establish secure and trusting relationships with children. Children have a good sense of belonging and positive levels of well-being. For instance, they enjoy sharing a hug with the childminder and her assistants.
- The childminder has a good understanding of all areas of learning and how to implement her curriculum successfully. She includes the children's ideas and interests in the activity plans. This helps her to plan learning experiences that she knows will keep children motivated to learn. The childminder supports all children to make good progress, including those with special educational needs and/or disabilities.
- Overall children behave well. For instance, they are polite and kind to each other. Children listen to the childminder and follow instructions. However, the childminder does not consistently ensure that children fully understand what is expected of them. For example, at times they are simply told 'stop' or 'no, do not do that please' when addressing a certain action, such as throwing an object, with no further explanation.
- The childminder evaluates her practice with her assistants effectively. They reflect on how well they have engaged children in their learning experiences.

Together they talk about what has been a success and what they could do differently. The childminder observes her assistants interacting with children daily. They use their findings to support their future performance.

- The childminder is keen to build on her own and her assistants' knowledge and skills. For example, they have recently learned about the different ways to communicate with children, including by using visual prompts and sign language. This has helped them to communicate with all children more effectively, including those who speak English as an additional language.
- The childminder establishes positive relationships with parents. She communicates with them daily and keeps them fully involved and informed about their children's day and achievements. The childminder provides parents with helpful information. For instance, she shares tips on how to keep children safe online.
- The childminder supports children to learn about other people outside of their own communities and experiences. This includes religions and traditions of other cultures and countries. For instance, children learn about other faiths, such as Sikhism, and they try on the traditional dress of other cultures, such as a sari.
- Overall, children are engaged in their learning experiences and are generally confident and happy. However, the childminder does not consistently ensure that changes in routine are fully explained. This means that not all children know what is expected of them during these times. For example, they appear to wander and become a little distracting to others in between tidy-up and story time.
- The childminder uses additional funding to meet the individual needs of children effectively. For example, she has attended training to develop her knowledge of how to support children's emotional well-being.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a secure and confident understanding of safeguarding and child protection. The childminder knows who to contact to seek advice and she fully understands the role of the local authority designated officer. The childminder keeps her own and her assistants' knowledge up to date. For example, they complete regular safeguarding training. The childminder completes thorough risk assessments to help keep children safe. She closely monitors the suitability of assistants and knows what to do in the event of an accident. The childminder organises her home well to ensure that children have enough space to play and learn safely. She ensures that she always meets the required ratio and that children are well supervised.

What does the setting need to do to improve?

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

- provide children with more consistent opportunities to fully understand why they are being asked to stop a particular behaviour
- support children to understand what is happening and what is expected of them during changes in routine to help them remain engaged throughout.

Setting details

Unique reference number	2570365
Local authority	Kent
Inspection number	10201329
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 5
Total number of places	7
Number of children on roll	15
Name of registered person	McPherson, Alice
Telephone number	07398 245225
Date of previous inspection	21 June 2021

Information about this early years setting

The childminder registered in 2020. She is located in Faversham, Kent. The childminder cares for children from Monday to Friday, from 9am to 5pm, all year around. She receives funding to provide free early education for children aged three years. The childminder holds a relevant early years qualification at level 3. She employs four assistants, one of whom holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Kelly Hawkins

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector carried out a learning walk with the childminder. The inspector assessed the impact of the quality of the childminder's interactions and the learning opportunities she provides for children.
- The inspector viewed the indoor and outdoor learning environments.
- Written documentation was reviewed, including safeguarding and child protection policies and procedures.
- During the inspection, the inspector spoke to the childminder, her assistants, parents and children at convenient times and considered their views.

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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