

Childminder Report

Inspection date

20 May 2015

Previous inspection date

20 November 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The childminder has good relationships with the children. They demonstrate a good sense of trust, high level of well-being and a sense of security.
- The childminder establishes effective partnerships with parents. This supports all parents to feel fully informed and included. As a result, children receive a consistency of care and clear links from home to setting.
- The childminder interacts positively and consistently with the children. As a result, they are confident, engaged and develop good communication, listening and speaking skills.
- The childminder prioritises safeguarding, which helps to ensure all children remain safe in her care.
- The childminder provides a variety of resources and organises the environment effectively to extend children's learning in all areas. Children are stimulated and motivated to learn.
- The childminder uses effective strategies to fully support children who speak English as an additional language, and children who have special educational needs and/or disabilities. Individual planning ensures that all children make good progress in their learning.

It is not yet outstanding because:

- The childminder misses opportunities to further encourage children's independence during daily routines as she completes tasks for the children, such as pouring their drinks.

What the setting needs to do to improve further

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

- review the use of daily routines to provide further opportunities for children to develop their independence skills.

Inspection activities

- The inspector viewed the areas of the home that children use.
- The inspector observed the childminder interacting with the children.
- The inspector sampled written documentation, including children's progress reports, policies and procedures.
- The inspector spoke to children and the childminder, and gathered the views of parents.

Inspector

Kelly Hawkins

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children have access to a wide variety of stimulating resources and experiences that enables them to develop their independence and develop skills for future learning. Children develop a good understanding, sense of empathy and concern for the community and environment around them as they participate in regular outings and show affection towards the family pets. The childminder introduces mathematical language through play. For example, she builds on children's imaginative play encouraging them to count the number of cars using the tunnel. The childminder uses diaries and speaks to parents to provide them with details of their children's day and their personal achievements. This maintains close links between the childminder and home, providing children with consistency of care and learning. Parents speak positively of the care their children receive.

The contribution of the early years provision to the well-being of children is good

The childminder provides the children with a welcoming learning environment. She has good relationships with the children, who demonstrate affection towards her through spontaneous hugs and laughter during a game of peek-a-boo. Children have good opportunities to be active and participate in physical play. They develop their physical skills in the well-organised and inviting garden, and on regular outings in the local community, such as trips to the beach. For example, children learn to safely manage risk and challenge as they play on the different equipment. The childminder supports children well for their move to school. She takes children to visit their new schools, which enables them to see the new surroundings and meet their teachers.

The effectiveness of the leadership and management of the early years provision is good

The childminder has a good knowledge of the required policies and procedures, and effectively implements them. She regularly assesses potential risks in the environment to ensure her home is safe. The childminder effectively evaluates her practice and continues to make positive changes. For example, she is currently building an extension to the play area. The childminder continues to develop her knowledge and keeps up to date with new ideas through networking and training. This has a positive impact on the learning outcomes for all children. The childminder uses effective strategies which support children who require additional support well. This means that all children make good progress in their learning and development.

Setting details

Unique reference number	EY310398
Local authority	Kent
Inspection number	1003167
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	20 November 2009
Telephone number	

The childminder registered in 2005. She lives in Ashford, Kent. The childminder operates from 7am until 6pm each weekday, all year round. The childminder holds a relevant early years qualification.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

