

Childminder Report

Inspection date

17 June 2015

Previous inspection date

5 November 2008

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 knows the children very well. She makes good use of observations and assessments to identify children's next steps in their learning. As a result, children make good progress.
- Children settle easily into the childminder's care because she gathers a good range of information from parents when they start.
- The childminder's quality of teaching is good because she has a thorough understanding of how children learn through play.
- The childminder provides a warm and welcoming environment. She provides plenty of praise and encouragement to children. This promotes their self-esteem and motivates them to participate in activities. This effectively supports their emotional well-being.
- The childminder regularly evaluates all aspects of her provision. She encourages parents to share their views, which supports her to identify strengths and areas to improve. This means the quality of her provision is continually developing.

It is not yet outstanding because:

- The childminder does not always consistently offer children opportunities to meet and interact with other children to support their social skills further.
- The childminder provides a good range of mainly man-made toys and resources. This means children have few opportunities to explore and investigate natural items to develop their sense of curiosity further.

What the setting needs to do to improve further

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

- increase opportunities to support children's developing social skills to help strengthen their understanding of other people
- enhance the range of natural resources for children to explore and investigate to further develop their sense of curiosity.

Inspection activities

- The inspector observed play activities and interaction between the childminder and children in her care.
- The inspector looked at children's learning records, evidence of suitability of adults living in the home and a selection of policies and procedures.
- The inspector viewed the childminder's self-evaluation online document.
- The inspector spoke to the childminder at appropriate times during the inspection.
- The inspector took account of the views of parents through written feedback.

Inspector

Nicola Jones

Inspection findings

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

Children have a fun and exciting time with the childminder. Their communication and language skills develop well because the childminder talks to them and introduces new words as they play. Children show enthusiasm for their play and learning. They enjoy pretending to cook and develop good control and coordination as they place objects into containers. Very young children develop good physical skills as the childminder organises the space well and encourages them to move around safely. Children learn to count as part of their daily play and the childminder encourages them to count what they see. Children enjoy reading stories with the childminder and they turn the pages and point to pictures in the book. This supports children's vocabulary further as they link words to pictures. Children enjoy making marks with crayons, pencils and chalk. This helps to promote children's early literacy skills in readiness for their next stage in learning.

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

The childminder's home is safe and welcoming. She organises the toys and resources well at a low level to enable children to make independent choices. The childminder provides warm care to children, which means they form positive relationships with each other. Children confidently seek comfort from the childminder when they feel tired. The childminder works closely with parents and completes a daily diary that provides information about their children's day and care routines. She talks to parents at the end of each day and shares children's achievements with them. Therefore, parents are well informed and are able to continue their children's learning at home. Children have daily opportunities to play outdoors, which promotes their good health and well-being.

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

The childminder has a good understanding of the requirements of the Early Years Foundation Stage. Robust risk assessment procedures mean all areas of the childminder's home are safe and secure for children. The childminder undertakes online training, which supports her teaching practices well and promotes positive outcomes for children. For example, the childminder has recently gained a better understanding of how young children learn and develop. The childminder has a thorough knowledge of safeguarding issues. She knows what action to take should she have any concerns about children's welfare.

Setting details

Unique reference number	EY219702
Local authority	Kent
Inspection number	846941
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	5 November 2008
Telephone number	

The childminder registered in 2002 and lives in Swanscombe, Kent. She provides her service Monday to Friday from 7am to 6pm, all year round. The childminder holds an appropriate early years qualification at level 3.

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

