

Childminder Report

Inspection date

16 September 2015

Previous inspection date

17 November 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder maintains effective partnerships with parents. She shares information with them to keep them informed of their children's progress and development.
- Children learn how to behave and have good social skills. This helps them to share, take turns and respect each other.
- The childminder has a good knowledge of the safeguarding policies and the procedures to follow should any concerns arise. This helps to support children's welfare and safety.
- The childminder provides a wide variety of experiences and activities to promote children's learning. She uses the local community and environment to interest children. This helps children to enjoy their learning and make good progress.
- The childminder encourages children to develop mathematical language through play. This supports them well for their future learning.
- The childminder keeps and maintains effective policies and procedures to help keep children safe. She shares these with parents to inform them of her role and responsibilities in caring for their children.

It is not yet outstanding because:

- Children are not always able to see and access the wide range of resources available in order to develop their independence skills during their play.
- The childminder is not always highly responsive to children's needs by extending and challenging their outdoor learning further.

What the setting needs to do to improve further

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

- review the organisation of resources to increase children's ability to independently extend their play
- continue to develop the good provision and outcomes for children through identifying additional ways to extend and enhance opportunities for children who learn better outside.

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

Effectiveness of the leadership and management is good

The childminder has a good knowledge of how children learn and uses this to provide children with a wide range of activities and experiences. She is keen to develop her practice and works closely with toddler groups, pre-schools, nurseries and other childminders to share ideas. This helps to raise the outcomes for children. She records detailed information about children's individual progress and achievements, which she shares with parents on a regular basis. This helps parents to be involved in their children's learning and continue to support them at home. All children, including those with special educational needs, make good progress. Safeguarding is effective. The childminder has robust safeguarding policies and procedures and knows what to do should she have any concerns about children's welfare.

Quality of teaching, learning and assessment is good

The childminder makes good use of her observations to identify the next steps in children's learning. She monitors children's progress and identifies when children's progress is less than expected for their age. The childminder helps those children to make progress through individual support. Children develop good communication, listening and speaking skills. The childminder speaks to the children as they play. For example, she asks them questions to help extend their learning and allows plenty of time for children to think their answers through. This helps them to become confident communicators, as they know their thoughts and ideas are valued. The children have a good range of resources and experiences to develop their understanding of diversity and differences in the community well.

Personal development, behaviour and welfare are good

Children have good relationships with childminder, which helps them to settle easily, and confidently play and explore. This supports children's emotional well-being. The childminder helps children to learn to manage their own personal needs, which prepares them for the next stage in their learning. Children learn to be kind and considerate towards each other, which enables them to respect and value the differences between themselves and others. The childminder has effective links with schoolteachers. She shares information about children's development and abilities and talks to the children about what it will be like to go to school. This helps children to prepare and develop confidence in their move to school.

Outcomes for children are good

All children make good progress. Children learn to be independent, and actively use mathematical language and concepts during play. Children develop skills they need for future learning.

Setting details

Unique reference number	EY348931
Local authority	Kent
Inspection number	837875
Type of provision	Childminder
Day care type	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	17 November 2011
Telephone number	

The childminder registered in 2007. She lives in Dunton Green, in Sevenoaks, Kent. The childminder operates her service from 7.30am to 6.30pm, Monday to Friday. 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 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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

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

