

# Childminder Report

**Inspection date**

7 October 2015

Previous inspection date

19 September 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### **This provision requires improvement. It is not yet good because:**

- Children do not have opportunities to use their home languages in their play and learning. Children's awareness of their own backgrounds and the wider world is not fully promoted to help them learn about people's similarities and differences.
- The childminder does not regularly consider the quality of her practice. She does not identify improvements effectively to help her to develop her skills and knowledge to improve children's learning experiences.
- The childminder does not fully understand her role to provide support, mentoring and coaching to her assistant to help develop the quality of the provision.
- The childminder does not fully extend the children's independence skills during routine activities and when choosing toys.
- At times, the childminder misses opportunities to develop children's mathematical skills.

### **It has the following strengths**

- Children are confident and emotionally secure. The childminder builds trusting relationship with them and provides a safe and welcoming environment for them to play and learn in.
- Children enjoy their time with the childminder as she provides activities that interest them and which provide some challenge.
- The childminder takes children to playgroups where they socialise and build friendships with other children. This helps them to develop social skills ready for their move to school.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

	Due Date
<ul style="list-style-type: none"> <li>provide opportunities for children to play and develop in their home languages to support their communication and language skills and to help all children strengthen their understanding of their own and others' diverse backgrounds</li> </ul>	04/11/2015
<ul style="list-style-type: none"> <li>strengthen understanding of providing coaching, mentoring and support for the assistant to help develop the quality of the provision.</li> </ul>	04/11/2015

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

- improve self-evaluation to identify and make improvements to the provision, including professional development needs in order to raise the quality of children's care and learning experiences
- develop children's independence skills further to help children make their own choices and encourage their self-help skills
- extend opportunities for children to develop their mathematical skills.

### Inspection activities

- The inspector observed children participating in activities and interacting with the childminder.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector reviewed the children's assessment records and a selection of policies and procedures.
- The inspector carried out a joint observation with the childminder.
- The inspector spoke to parents and read letters of reference to take account of their views.

### Inspector

Maxine Ansell

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The childminder understands how to promote children's learning and development and plans activities based on their interests. For example, she plans musical activities to reflect a child's strong interest in music. She carries out regular observations of children's learning and uses this information to identify gaps in their development and plan activities to support their progress. However, although the childminder monitors the children's learning, she does not regularly think about the overall quality of her practice to continually improve her practice. She takes some steps to support her assistant through discussions. However, she does not fully understand how to promote the quality of the provision through effective supervision for her assistant. Safeguarding is effective. The childminder is aware of the procedure to follow if she has concerns about a child's welfare. Overall, the childminder communicates appropriately with parents and other early years providers children attend. She exchanges information about children's learning and care with them, which promotes a consistent approach.

### Quality of teaching, learning and assessment requires improvement

The childminder is not fully aware of the children's cultures and home languages. Children do not develop and use their home languages to help promote their knowledge and understanding of their own and others' diverse backgrounds. However, the childminder promotes children's use of English to develop some language skills appropriately. For example, she names toys and actions as she talks to the children about their activities to extend their vocabulary and understanding. However, the childminder misses some opportunities to develop children's mathematical skills, such as counting during appropriate activities. The childminder promotes children's early writing skills. For example, she encourages them to explore and handle small sensory toys to help them develop small muscles in their hands.

### Personal development, behaviour and welfare require improvement

The childminder does not fully promote children's independence skills. For example, children cannot easily choose toys from the very wide range of stimulating resources available. They are not fully encouraged to be independent in managing hygiene procedures to help them learn to take care of themselves. The childminder develops children's understanding of how to keep themselves safe. For example, children routinely tidy up the toys before getting out the next activity to minimise trip hazards.

### Outcomes for children require improvement

Overall, children make some suitable progress. However, their use of home languages and understanding of their own and others' cultures are not well supported. Older children are adequately supported to develop key skills to be ready for school.

## Setting details

<b>Unique reference number</b>	103364
<b>Local authority</b>	Medway Towns
<b>Inspection number</b>	839240
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	19 September 2011
<b>Telephone number</b>	

This childminder registered in 1989 and lives in Gillingham, Kent. She cares for children between the hours of 8am and 6pm on weekdays for most of the year. The childminder sometimes works with an assistant.

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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

