

Childminder Report

Inspection date	15 October 2015
Previous inspection date	13 June 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 has a kind and caring nature. She spends time getting to know children and their families through effective settling-in arrangements. As a result, children develop strong, trusting relationships with her and are happy and confident.
- The childminder communicates well with parents. She keeps them well-informed of children's daily progress and gathers information about children's learning at home to complement her teaching. This fosters a shared approach to children's care and learning.
- The childminder uses her wide knowledge of the individual children's development and current interests to plan activities and experiences. As a result, children enjoy their play and are motivated to learn.
- The childminder has an extensive range of policies, which inform parents about her practice and procedures. Therefore, parents are able develop an understanding of how she settles and supports the children.

It is not yet outstanding because:

- The childminder has a wide range of resources but these are not always easily accessible to enable the children to use them independently.
- The childminder does not always develop enough opportunities for children to use their senses to explore different materials.

What the setting needs to do to improve further

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

- ensure that children can develop their own interests and make decisions about their play in a variety of ways
- increase opportunities for children to develop their sensory experiences throughout the learning environment.

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 read letters of reference and questionnaires from parents to take account of their views.

Inspector

Maxine Ansell

Inspection findings

Effectiveness of the leadership and management is good

The childminder has a good understanding of how to implement statutory and other government requirements. She thoughtfully evaluates her practice and identifies and acts on areas that need improvement. The childminder completes regular training to enhance her knowledge and to benefit the children. For example, she completed a communication course to support her understanding of children's early speech development. The childminder maintains good relationships with parents and seeks their views to help guide future planning. She monitors each child's achievements in order to ensure they make good progress. Safeguarding is effective. The childminder has updated her safeguarding training and knows who to contact if she has a concern about a child's welfare.

Quality of teaching, learning and assessment is good

The childminder provides a good range of purposeful activities that meet the children's needs. She uses observations and assessments well to identify children's current attainment levels and plan their next steps in learning. The childminder monitors children's progress to identify and quickly address gaps in their learning. Children develop an interest in mathematical shapes and begin to learn their names. For example, the childminder names the shapes as the children put them in the correct places in a shape sorter. The childminder models conversation well and introduces children to new vocabulary. She responds well to children's attempts to communicate by repeating what they say for clarity. This means that children are supported well to improve their language and communication skills.

Personal development, behaviour and welfare are good

The childminder provides a calm environment in which children appear happy, settled and ready to learn. Children demonstrate through their interactions that they feel safe and emotionally supported while in her care. She is a good role model and uses behaviour strategies that help children to understand the boundaries and rules. Children learn to respect each other and use good manners. From a young age, children learn to cooperate with others as the childminder engages them in turn-taking games. As a result, children behave very well. Children regularly play outdoors and enjoy walks in the local community to promote their physical skills and good health.

Outcomes for children are good

Children make good progress, as their skills develop well through activities that hold an interest for them. Children are being effectively equipped with the skills and attributes needed for the next stage of their learning, such as starting school, through their interest in reading and enjoying books.

Setting details

Unique reference number	EY258285
Local authority	Medway Towns
Inspection number	837228
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	13 June 2011
Telephone number	

The childminder registered in 2003 and lives in Gillingham, Kent. She cares for children between the hours of 8am and 4pm daily for most of the year. The childminder is in receipt of free early education for children aged two, three and four years.

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

