

Childminder Report

Inspection date	28 October 2015
Previous inspection date	3 July 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- The childminder does not effectively use observations and assessment to track the progress children are making. As a result, gaps in children's learning are not consistently planned for.
- The childminder does not keep accurate records in accordance with the requirements of the Early years Foundation Stage; she has not maintained a record of complaints and their outcome.
- The childminder does not use self-evaluation well enough to reflect on her practice. She does not place a strong enough focus on the quality of teaching or the support for children's understanding of information and technology.

It has the following strengths

- The childminder effectively promotes a healthy lifestyle. She provides children with nutritious meals and snacks and ensures they have daily opportunities for outdoor play.
- The childminder supports children's personal, social and emotional development well. She communicates with the children in a relaxed, reassuring way, which helps them to feel secure in her care.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage and the Childcare Register the provider must:

	Due Date
<ul style="list-style-type: none"> ■ improve the use of observations and information from parents to assess the progress children are making; ensure that planned activities and experiences shape learning experiences that continually build on what children know and can do 	04/12/2015
<ul style="list-style-type: none"> ■ maintain a record of complaints received and their outcome and ensure the record of complaints is available to Ofsted for inspection 	04/12/2015
<ul style="list-style-type: none"> ■ make available to Ofsted, on request, a summary of complaints made in relation to the requirements during the past 12 months and the action that was taken as a consequence (compulsory part of the Childcare Register) 	04/12/2015
<ul style="list-style-type: none"> ■ make available to Ofsted, on request, a summary of complaints made in relation to the requirements during the past 12 months and the action that was taken as a consequence (voluntary part of the Childcare Register). 	04/12/2015

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

- develop a thorough approach to self-evaluation to strengthen the quality of teaching and the systems in place for observation, assessment and planning
- extend the range of activities and equipment to further develop children's skills and knowledge in information and technology.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's development.
- The inspector looked at children's development records and discussed their progress with the childminder.
- The inspector held discussions with the childminder about the quality of teaching.
- The inspector looked at some of the childminder's policies and procedures.
- The inspector looked around the premises and at the toys and equipment available to the children.

Inspector

Elizabeth Mackey

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder understands her responsibility to safeguard the children in her care. She attends relevant training to remain up-to date with child protection procedures. Safeguarding is effective. The childminder undertakes regular risk assessments to provide a safe place for children to play. She routinely practises fire drills with the children so they are familiar with the procedure for safe evacuation in an emergency. The childminder builds good relationships with parents and other agencies. For example, she has made links with the local school, which helps to promote consistency in children's care and learning. The childminder shows a commitment to developing her professional development through attending relevant training. However, she does not use self-evaluation effectively to drive ongoing improvement.

Quality of teaching, learning and assessment requires improvement

Overall, the childminder adequately supports children's learning. She provides children with a suitable range of toys, activities and experiences. Children confidently use both the indoor and outdoor areas, where they make independent choices about their play. The childminder encourages children to develop their ideas. For example, when the children experiment with a magnet, the childminder adds additional objects to the activity and encourages the children to predict which ones will stick. This promotes children's interest and knowledge, as well as introducing a fun element to their game. Children tell the childminder they love playing with the magnet. However, there are not enough activities for the older children to develop their understanding of information and technology as the childminder does not have sufficient resources to support their learning in this area. The childminder provides activities based on children's interests. She seeks initial information from parents about children's development which helps her to support their progress. However, information about the progress children make is inconsistent. Assessments are not precise and they do not clearly identify how gaps in children's learning are being planned for.

Personal development, behaviour and welfare are good

The childminder is warm and caring to the children and she communicates with them positively. Children are confident, settled and they clearly make their needs known. For example, they will ask the childminder to play specific games with them. Children behave well and they are familiar with the rules of the setting and the daily routines. Older children are encouraged to develop their self-help skills; for example getting dressed, putting on their shoes and washing their hands. This develops children's ability and confidence and helps to prepare them for school.

Outcomes for children require improvement

Despite the variable teaching, records indicate that children are making steady progress in their development. They are developing positive attitudes towards learning.

Setting details

Unique reference number	126221
Local authority	Kent
Inspection number	1027962
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	3 July 2015
Telephone number	

The childminder registered in 1999. She lives in Sittingbourne, Kent. Her provision operates on a term-time only basis, Monday to Friday, all day, with the exception of bank holidays. The childminder has a level 3 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

