

# Childminder Report

**Inspection date**

7 March 2016

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 reviews her practice well and takes steps to improve the quality of her teaching. For instance, she makes effective use of relevant websites to gain ideas and guidance, such as for extending children's outdoor learning experiences.
- The childminder knows the children very well and has a good understanding of how to use their interests to engage them in learning. This effectively helps encourage their ongoing progress.
- Children have very close relationships with the childminder, her assistant and each other. This helps support their positive emotional well-being.
- The childminder consistently encourages young children's developing language and communication skills. For example, they sing rhymes together and she uses questioning effectively to get children to think and share their ideas.
- Partnerships working with other early years professionals are effective. The childminder has positive links with other settings that children attend to provide continuity in their care and learning.

### It is not yet outstanding because:

- The childminder does not always use feedback from parents about children's learning at home to build on their learning experiences further.
- The childminder does not fully extend children's understanding and awareness of diversity.

## What the setting needs to do to improve further

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

- strengthen the use of feedback from parents about children's learning at home to help them make the best possible progress
- extend resources and activities to help children gain a better understanding of people's similarities and differences beyond their own experiences.

### Inspection activities

- The inspector observed children and the childminder during play activities.
- The inspector had discussions with the childminder and her assistant.
- The inspector checked evidence of safeguarding knowledge, and took account of the childminder's self-evaluation and views of parents.
- The inspector sampled a range of documentation, including children's records.
- The inspector viewed the areas of the home used by children.

### Inspector

Sue Taylor

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder risk assesses her home and outings carefully to minimise any hazards, and keeps clear records of children's attendance and accidents. She has a secure understanding of the local safeguarding procedures to follow if she has concerns about children's welfare. The childminder supports her assistant effectively and she keeps him up to date with relevant information. Regular discussions help him to promote children's care and learning successfully. Parents are routinely informed about how well their children are doing, for example, with daily discussions and information available in writing and through a secure internet site. They are very happy with the care and attention their children receive.

### Quality of teaching, learning and assessment is good

The childminder has a good awareness of where children are in their development. She regularly reviews children's progress to identify any gaps in their achievements, and plans next steps in learning to address these. The childminder introduces early mathematics to young children, such as singing number songs and using items to gain children's interest. For example, when singing a song about 'five little ducks', each child had a toy duck to hide as the numbers went down. Children play imaginatively and the childminder uses their interests well to extend their learning. She helps children develop good listening and speaking skills. For example, when children pretended to talk on the telephone, she joined in the conversation to build on their experiences.

### Personal development, behaviour and welfare are good

Children are very happy and keen for the childminder and her assistant to join in their play. They behave particularly well for their age. For example, children are considerate of the needs of much younger children and willingly share resources. The childminder encourages children's physical development well. For example, they manipulate dough with their hands or tools and make good use of large play equipment in the garden or at the park. Young children begin to learn about good hygiene routines as they readily go to wash their hands before eating their healthy meals.

### Outcomes for children are good

Children make good progress that is typical for their age. They gain the skills they need and an interest in learning to prepare them well for their future, including starting school. Young children are confident and keen to 'have a go' as they persevere with a task. For example, they learn to wind up toy caterpillars to race or manoeuvre cars on the garage. Children enjoy using the available drawing materials to help develop their early writing skills.

## Setting details

<b>Unique reference number</b>	EY478803
<b>Local authority</b>	Kent
<b>Inspection number</b>	981199
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 8
<b>Total number of places</b>	12
<b>Number of children on roll</b>	14
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2014. She lives in Pembury, Kent. The childminder provides care Monday to Friday from 7am to 7pm, for most of the year. She 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

