

Childminder Report

Inspection date

21 April 2016

Previous inspection date

1 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 observes children carefully during their play. She uses this information well to plan exciting activities based on their interests and next steps in learning.
- The childminder gathers detailed information from parents when children first start. This helps her to plan for their individual abilities and interests. Children make good progress in relation to their starting points and develop the skills they need for the next stage in their learning.
- The childminder encourages children to build strong relationships and become confident learners. Children develop good self-esteem and confidence. For example, the childminder encourages children to do things for themselves.
- Partnerships with parents are effective. The childminder involves parents in their children's learning well. For example, she provides regular newsletters, summaries of children's progress and shares development folders. This helps parents to continue their children's learning at home.
- The childminder carries out effective self-evaluation of her provision. She values the views of parents and children to help her to identify areas for development.

It is not yet outstanding because:

- Children are not always able to extend their creative skills independently.
- The childminder does not always provide enough opportunities for children to learn about other communities and the differences between themselves and others.

What the setting needs to do to improve further

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

- increase the range of opportunities for children to develop their creative skills independently
- strengthen opportunities further to extend children's awareness of the differences between themselves and others.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector viewed all areas used for childminding.
- The inspector spoke with the childminder at convenient times throughout the inspection.
- The inspector viewed a range of documentation, including children's records, suitability checks, qualifications and the childminder's self-evaluation.

Inspector

Nicola Chambers

Inspection findings

Effectiveness of the leadership and management is good

The childminder monitors children's progress well. This helps her to identify any gaps in their development and to provide tailored support when needed. The childminder keeps up to date with current childcare practice. For example, she completes training to improve her knowledge and skills, and uses this to raise her quality of teaching and outcomes for children. Safeguarding is effective. The childminder has a good understanding of her responsibility to keep children safe. For example, she knows the procedures to follow if she has any concerns about a child's welfare. The childminder implements effective risk assessment procedures. For example, she completes daily checks to ensure the safety of children, indoors and outdoors.

Quality of teaching, learning and assessment is good

The childminder effectively promotes the learning and development of the children in her care. For example, she asks questions that help children to think for themselves. The childminder supports children's communication and language skills effectively. For example, when children look through the window to see what is outside and notice an aeroplane, the childminder uses conversations and role models words to help extend their developing vocabulary and interest in the world around them. Children learn to solve simple problems in different ways. For example, they explore with size and position to post objects, and experiment with tools to create different shapes with dough.

Personal development, behaviour and welfare are good

Children form close relationships with the childminder and settle well in her care. The childminder's home is safe and welcoming and children enjoy making choices for themselves to lead their own play. The childminder promotes children's physical well-being effectively. For example, she teaches them about the importance of keeping themselves healthy. Children get regular fresh air and exercise. For example, they go for walks in the community and use equipment at local parks. Children develop good social skills and behave well. For example, they happily share, take turns and are polite.

Outcomes for children are good

Children make good progress and are well prepared for their next stage in learning. They are happy, confident and interact well with each other. For example, children are keen to help each other solve problems. They are motivated to learn and happily spend time enjoying their activities. For example, they use mathematical language to count, and talk about colours and shapes while they play.

Setting details

Unique reference number	126860
Local authority	Kent
Inspection number	840588
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 2
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	1 June 2011
Telephone number	

The childminder registered in 1998. She lives in Kingshill, near Wrotham, Kent. She provides care from Monday to Thursday from 7.30am to 5.30pm, for most of the year.

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

