

# Childminder Report

**Inspection date**

10 May 2016

Previous inspection date

7 February 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
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 provides children with enjoyable, good-quality learning experiences which reflect their interests and stages of development. All children make good progress from their starting points.
- The childminder plans regular outings in the local community and further afield. Children enjoy learning about nature through first-hand experiences.
- Children have good opportunities to develop their communication, language and literacy skills. They are eager to learn and use new words to describe what they are seeing, feeling and doing. Younger children enjoy responding to the encouragement they receive to communicate their feelings and needs.
- The childminder creates a caring and supportive environment for children. Children's views are heard and respected. They are confident to try new things and show they feel happy and safe in her care.

### It is not yet outstanding because:

- Children are not always able to fully explore and extend their awareness of the world. For example, they do not have the regular use of real tools and utensils to enhance their play further.
- The childminder does not always explore further ways to fully engage parents in providing even more information about their children's home learning and achievements.

## What the setting needs to do to improve further

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

- build on opportunities for children to increase their understanding of the world and develop their play experiences further
- encourage parents to provide more information on their children's achievements at home, to enhance tracking of children's progress.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector sampled relevant documentation and records, and the childminder's policies and procedures.
- The inspector spoke to and interacted with children during the inspection.
- The inspector took the written views of parents into account.
- The inspector discussed the childminder's self-evaluation process with her.

### Inspector

Mary Vandepeer

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of the procedure to follow should she have a concern about a child in her care. She has a comprehensive range of policies and procedures to support her good practice. The childminder monitors and tracks the progress of individual children. She is quick to identify and build on strengths and interests to help children's learning. The childminder develops her partnerships with parents well, overall. They are very complimentary about the service and support she provides. She also forms links with local schools and nurseries to help promote continuity in children's learning. The childminder develops her teaching skills well. For example, she attends training and regularly meets with other childminders to share ideas for good practice.

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

The childminder has a good understanding of how children learn and develop, and has secure and effective observation and assessment processes. This helps her to monitor the progress each child makes. She uses the information gained to help plan their next steps and individual learning. The childminder uses questioning effectively to check children's understanding and to help provide further challenges in their future play. Children's early mathematical skills are supported well. For example, they count the legs on different animals and insects with encouragement from the childminder.

### Personal development, behaviour and welfare are good

Children's personal, social and emotional development are given good attention by the childminder. Children's behaviour is very good and older children show consideration for the younger ones. Visits to local groups help children learn how to share and take turns, for example. The childminder establishes strong bonds with the children. They respond very well to the childminder's affection and praise. The childminder promotes healthy lifestyles; for example, children enjoy nutritious, balanced meals and snacks, and follow good hygiene practices. Children also have plenty of opportunities to be active and benefit from plenty of fresh air and exercise.

### Outcomes for children are good

Children learn to be independent; for example, they choose what they play with and where. They enjoy playing outside, even in the rain and they pretend to plant and grow seeds in the puddles. Children play with moulding dough and like rolling it and make different shapes, which helps enhance their creative skills. Children develop skills to help them prepare for the next stage in their lives.

## Setting details

<b>Unique reference number</b>	EY449965
<b>Local authority</b>	Kent
<b>Inspection number</b>	1049691
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	5
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	7 February 2013
<b>Telephone number</b>	

The childminder registered in 2007. She lives in Kings Hill, West Malling, near Maidstone, Kent. The childminder operates her service from Monday to Friday, all day, for most of the year, with the exception of bank holidays and family holidays.

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

