

# Childminder Report

**Inspection date**

8 June 2016

Previous inspection date

3 December 2012

<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 has a strong regard for children's safety and welfare. She undertakes thorough risk assessments that help her to provide a safe and secure environment.
- The childminder knows the children she is caring for very well. She uses that knowledge to assess their individual development and to plan activities that are enjoyable, interesting and support learning successfully.
- The childminder supports children to develop their independence skills very well. For example, from a young age children are encouraged to put on their own coats. They learn to take care of their well-being, such as helping themselves to drinks after playing outside in the sun.
- Children develop positive social skills and take part in a range of activities outside of the home. For example, they attend local toddler groups to mix with other children.

### It is not yet outstanding because:

- The childminder has identified a need to precisely target her professional development to ensure teaching enables children to achieve the highest possible level of attainment.
- The childminder has not fully developed the monitoring of children's learning experiences, in particular to identify any possible gaps for groups of children.

## What the setting needs to do to improve further

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

- target professional development activities to further enhance teaching skills that help children achieve the highest possible level of attainment
- build further on ways to monitor the provision to more closely review and evaluate the quality of children's learning experiences, particularly to identify any possible gaps for specific groups of children.

### Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector had discussions the childminder, co-childminder, parents and children.
- The inspector took account of the views of the parents and carers.
- The inspector and the childminder completed a joint observation together.
- The inspector sampled a range of documentation, including children's records and safeguarding procedures.

### Inspector

Karen Scott

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good knowledge of the procedures to follow should she have any concerns about the welfare of a child in her care. Parents and carers are kept fully informed about their children's care and learning. They receive detailed policies and procedures and they are encouraged to be involved in their children's learning. Parents contribute to the evaluation process and report that they are exceptionally happy with their choice of childcare. Overall, the childminder reflects on her practice and makes changes to improve outcomes for children. For example, she works with other childminders and early years professionals to share ideas for good practice.

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

Children are independent learners who make choices about their play. The childminder is skilled at letting children lead their play and joins in sensitively to extend their learning. For example, when a child showed an interest in a letter matching game, the childminder introduced the sounds of letters that were meaningful to the child. The childminder supports children to play together. For example, when children were keen to complete puzzles together, the childminder provided a varied assortment to meet their different abilities. Children develop their self-esteem and confidence in their abilities. They look at their developmental folders with the childminder to revisit past activities and celebrate their achievements.

### Personal development, behaviour and welfare are good

The childminder works in partnership with parents and carers to meet children's needs. Children are happy and well cared for and feel confident. They develop strong relationships with the childminder and each other. Children are well behaved and show consideration for others. The childminder provides clear guidance to help them understand how their actions may affect others. Children develop an understanding of playing safely. For example, the childminder helps them to understand why it is not a good idea to climb on chairs.

### Outcomes for children are good

Children make good progress in all areas of learning. They develop good mathematical skills, such as learning about sizes and shapes when they construct tunnels for trains. Children concentrate well and engage in activities with enthusiasm. They are well prepared for the next stage in their learning, including starting pre-school or school.

## Setting details

<b>Unique reference number</b>	956633
<b>Local authority</b>	Kent
<b>Inspection number</b>	1048783
<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 - 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	3 December 2012
<b>Telephone number</b>	

The childminder registered in 1999 and works with a co-childminder. They work at the co-childminder's home, in Ashford, Kent. The childminder offers her service from 10.30am to 4pm, Monday to Friday, all year round.

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.

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