

# Childminder Report

**Inspection date**

7 July 2016

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- The childminder skilfully supports children's understanding of safety in every aspect of her practice. Children have an exemplary knowledge of how to keep themselves safe. For example, children talk about how to manage the stairs safely and why they need to clip the straps on their chairs.
- Children receive excellent support to develop their communication and language skills. For instance, the childminder extends children's vocabulary by introducing and explaining new words to them, to help further extend their understanding of language.
- The childminder has an excellent knowledge of how children learn. She skilfully uses her knowledge to provide stimulating learning experiences. The childminder plans activities and experiences based on children's interests, to ensure their learning is meaningful and enjoyable.
- Children make outstanding progress in their learning and development. Children are highly motivated and keen to develop their skills. For example, they are excited to explore and enjoy challenging themselves on the scooters in the garden.
- The childminder evaluates her practice extremely well. She develops precise and targeted plans to support improvements and achieve highly positive outcomes for children.

## What the setting needs to do to improve further

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

- continue to develop the already excellent opportunities for children to explore and express their ideas during art-based activities.

### Inspection activities

- The inspector observed the quality of teaching inside and outside, and assessed the impact of this on children's learning.
- The inspector read written feedback from parents and took this into consideration.
- The inspector completed a joint observation with the manager.
- The inspector talked to the childminder about children's progress and viewed their records.
- The inspector looked at documentation, such as policies and procedures and risk assessments.

### Inspector

Sarah Taylor-Smith

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Safeguarding is effective. The childminder has an excellent understanding of child protection issues and knows that to do if she has any concerns about children's welfare. The childminder precisely tracks children's learning and keeps detailed records of children's achievements. She is fully aware of children's strengths and how they could further improve, and supports their learning highly effectively so that they make rapid development. The qualified childminder continually strives for excellence in her practice. For example, she is keen to attend training and has ideas to improve her already good practice still further. The childminder builds highly effective relationships with parents. She values their observations of children's learning and she shares ideas on how to further develop children's learning at home.

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

The childminder values children's views highly and she takes good account of them when planning activities. For example, she provides good opportunities for children to discuss their ideas with her, and she adapts activities continually, to meet children's changing needs and interests. However, very occasionally, children have fewer opportunities to express their ideas during art activities. The childminder skilfully introduces mathematical ideas and language into children's play so that they develop excellent early mathematical skills. For instance, she uses all opportunities to support children to count and introduces them to new ideas, such as counting backwards.

### Personal development, behaviour and welfare are outstanding

The childminder teaches children well about the importance of healthy living. For example, she ensures that children have excellent outside play opportunities and helps them to understand the positive effects of healthy eating. Children learn too about the need to rest as well as to exercise, and the childminder ensures there are areas to help them relax, inside and outside. Children receive an outstanding range of opportunities to be independent. For instance, they relish the opportunity to help make smooth fruit drinks for themselves, by cutting their own fruit and pressing the button on the blending machine. The childminder places a high emphasis on supporting children's emotional well-being and on ensuring that they feel a strong sense of belonging. For example, she ensures children always have a picture of their family to look at, should they feel unsettled.

### Outcomes for children are outstanding

Children are highly confident and happy. They learn to make informed choices and know they can follow their own interests in play. Children are highly persistent and develop excellent attitudes towards learning. They take turns readily and ensure that everyone is included in their play. Children have a wealth of opportunities to develop their early writing and literacy skills. For example, they often explore mark making, on outings as well as at home, and they learn about letters and sounds as they play. Children are extremely well prepared for their next stage of learning at pre-school or school.

## Setting details

<b>Unique reference number</b>	EY475431
<b>Local authority</b>	Kent
<b>Inspection number</b>	977168
<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>	2 - 8
<b>Total number of places</b>	4
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2014 and lives in Herne Bay, Kent. She offers care from 8am to 6pm, all year round, except bank holidays and family holidays. The childminder has an appropriate qualification at level 4. She receives funding for free early education for children aged two, three and four years.

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 2016

