

# Childminder Report

**Inspection date**

7 July 2016

Previous inspection date

16 January 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 builds effective relationships with parents and encourages good two-way communication. For example, she shares valuable information with them to support children's development and learning at home.
- The childminder works effectively with other settings children attend to ensure they receive continuity in their care and learning.
- The childminder carefully considers how some children learn better outside. She plans a range of experiences, such as visits to the beach and woodland areas, to help children learn about nature and the world around them.
- The childminder has a good awareness of safeguarding children and the procedures to follow should she have any concerns about children in her care.
- The childminder obtains details about children's abilities when they first start with her. She uses this information to plan for their future learning. Children make good progress and are well prepared for school.

### It is not yet outstanding because:

- Occasionally, the childminder misses opportunities to extend children's skills and knowledge as far as possible, particularly during organised activities.
- The childminder has limited resources to help children develop an awareness of diversity in the wider community.

## What the setting needs to do to improve further

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

- make more effective use of opportunities to build on children's skills and knowledge, particularly during organised activities, to extend their learning as far as possible
- provide a wider range of resources that support children's understanding and respect of other peoples, cultures and backgrounds, to fully extend their understanding of the world around them.

### Inspection activities

- The inspector looked at the childminder's policies and procedures, including those related to how she safeguards children.
- The inspector carried out a joint observation with the childminder on a planned activity.
- The inspector discussed with the childminder how she evaluates the services she provides.
- The inspector spoke to children and read through their developmental files.
- The inspector met with parents to take into account their views on the services they receive.

### Inspector

Sara Garrity

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a clear understanding of how to identify potential hazards to children. She carries out thorough risk assessments of the home and when on outings to protect children. The childminder teaches children how to identify risks and keep themselves safe. For example, they help to tidy up toys to reduce hazards. The childminder constantly reflects on her provision and works closely with other professionals to ensure that the service she provides meets the needs of children and families. Since the last inspection, the childminder has developed her observation procedures to improve the way she monitors children's progress, to continue to improve children's outcomes. The childminder recognises the importance of keeping her skills and knowledge updated to support and develop her good practice. She reads information from the local authority and shares good practice with other childminders.

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

The childminder makes effective use of observations and assessments to identify children's next steps in learning and plan activities which motivate them to learn. She provides children with daily opportunities to exercise and learn about the wider community. For example, children enjoy writing in the sand when at the beach. The childminder makes good use of skilful questions to introduce mathematical learning during children's play. For instance, children pour water into channels and watch it run 'fast' and 'slow', and learn to count objects and record numbers. The childminder interacts well with children. She makes good use of praise and encouragement to support children's self-esteem. Children develop good communication and language skills. They discuss past events and talk about what they are going to do next.

### Personal development, behaviour and welfare are good

Children form strong emotional attachments with the childminder. They feel safe in her home and are eager to explore. Children are active learners who thoroughly engage in the activities on offer. The childminder is a good role model. She has clear rules and boundaries in place to help children understand the expectations for behaviour. She supports children's well-being through good hygiene routines, such as washing their hands before they eat. The childminder provides children with healthy snacks and is aware of how to support any special dietary requirements that children might have.

### Outcomes for children are good

Children are keen to learn and show fascination for new activities and resources. They communicate their needs confidently. Children learn to solve problems independently, such as how to attach a variety of twigs to their art work. They develop a range of skills ready for the next stage in their learning.

## Setting details

<b>Unique reference number</b>	EY101805
<b>Local authority</b>	Kent
<b>Inspection number</b>	1054452
<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>	4 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	16 January 2013
<b>Telephone number</b>	

The childminder registered in 2002 and lives in Ashford, Kent. She provides care Monday to Friday from 7.30am to 5.30pm, for most of the year. The childminder holds a level 3 childcare qualification.

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

