

# Childminder Report

## Inspection date

18 July 2016

Previous inspection date

14 November 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The childminder continues to further her knowledge and understanding of child development. For example, she completes relevant training. This is having a positive impact on the quality of her practice.
- The childminder has good inclusive practice. For example, she understands and supports children's individual care needs exceptionally well and positively develops children's understanding of other cultures and of people with disabilities.
- The childminder and her assistant have exceptionally strong relationships with children, who settle very quickly. Children show that they feel extremely secure and they confidently seek comfort from them. This supports children's emotional well-being excellently.
- The childminder's good involvement in children's learning prepares them well for the next stage in their learning. Children's progress with the childminder is good. Children enjoy participating in a wide range of activities linked to their individual interests.
- There are positive relationships between the childminder and parents. She uses effective methods to involve them in their children's learning and keep them up to date with their children's progress.

### It is not yet outstanding because:

- The childminder is not as significantly involved as her co-childminder in children's learning assessments to enable her to provide the best possible support for their ongoing progress, particularly for those children moving to school.
- On occasions, the childminder does not give children the best amount of time to develop and use their thinking skills, such as when she asks questions.

## What the setting needs to do to improve further

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

- engage more in the assessment processes to strengthen the effectiveness of children's learning, particularly for those moving on to school
- encourage children's thinking skills further by giving them more time to answer questions.

### Inspection activities

- The inspector observed children participating in activities and interacting with the childminder.
- The inspector spoke with children, the childminder, the co-childminder and the assistant at appropriate times throughout the inspection.
- The inspector reviewed the children's assessment records and a selection of policies and procedures.
- The inspector carried out a joint observation with the childminder.
- The inspector discussed with the childminder how she supports her assistant.

### Inspector

Maxine Ansell

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder and her assistant are very clear about the procedures to follow should they be concerned about a child's welfare. The childminder keeps up to date with safeguarding issues, for example, through the local authority website. The childminder reflects on her practice and recognises that she relies on her co-childminder for guidance; however, she is committed to improving her skills. The childminder works well alongside her more experienced co-childminder to track children's progress and monitor their development to identify and tackle any gaps in learning. She supports the assistant well to understand her role and responsibilities, such as through daily discussion and training.

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

The childminder and her assistant are consistently good teachers and they support children's learning well. The childminder seeks initial information from parents to help her understand children's starting points in their learning and care needs. She uses this information well to help children settle and to plan activities that they enjoy and that challenge them. Overall, the childminder encourages children's communication and language development well and helps young children to widen their vocabulary. She teaches children about mathematics effectively, such as reinforcing the names of shapes as children play. She plays alongside children, skilfully extending their imagination, and shows a great interest in their ideas. Children respond very positively and they engage enthusiastically with the childminder.

### Personal development, behaviour and welfare are outstanding

Children's behaviour is exceptionally good. The childminder is an outstanding role model. She and her assistant provide extremely clear and simple explanations to ensure children have an excellent understanding of what is expected. Children are exceptionally kind and helpful to each other. They have excellent opportunities to develop their physical skills as they enjoy challenging activities. For instance, they confidently discuss how their bodies change when exercising and swimming in the heated swimming pool in the garden. The childminder is extremely effective as she teaches children about people's differences. For example, she reads different language books to them and a Spanish teacher visits to provide weekly Spanish lessons.

### Outcomes for children are good

Children are very well prepared for the next stage of their education, including the move to school. For example, they sustain two-way conversations, listen carefully, follow instructions and count accurately to 10. All children have a 'can do' attitude as they try new experiences and persevere to achieve success. For example, they persist and build a house from construction toys, and find the correct shaped bricks in the box.

## Setting details

<b>Unique reference number</b>	EY363590
<b>Local authority</b>	Kent
<b>Inspection number</b>	827785
<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 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	14 November 2011
<b>Telephone number</b>	

The childminder registered in 2007. She works at the home of her co-childminder in Ashford, Kent. She cares for children between the hours of 6.30am and 8.15pm, Monday to Friday, for most of the year. The childminder regularly works with a co-childminder and assistant. The childminder holds a relevant early years qualification at level 3. The childminder receives funding to provide free early education to 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

