

# Childminder Report

<b>Inspection date</b>	18 November 2016
Previous inspection date	8 March 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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 evaluates children's experiences at the setting. For example, she has introduced feedback forms for the older children, who express their views confidently.
- All children make good progress. They learn a wide range of skills, which helps to prepare them for the next stage in their learning.
- Children form close relationships with the childminder. They enjoy their time with her, which helps to support their emotional well-being.
- The childminder has good relationships with parents. She shares a good range of information with them to help keep them involved in their children's learning.
- Children are confident and independent. The childminder encourages children to persevere and try for themselves. She provides plenty of praise and encouragement, which helps to build their self-esteem and pride in their achievements.
- The childminder develops positive partnerships with other settings that children attend and she shares information effectively. For example, they share termly reports to provide continuity in children's learning and development.

### It is not yet outstanding because:

- At times, the childminder misses opportunities to fully build on and extend children's emerging interests.
- The childminder does not make the best use of opportunities to further develop her professional knowledge.

## What the setting needs to do to improve further

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

- build further on opportunities to extend children's emerging interests to help them make the best possible progress
- make greater use of all opportunities to build on and extend existing knowledge and skills.

### Inspection activities

- The inspector observed the childminder and children taking part in activities.
- The inspector held discussions with the childminder.
- The inspector held discussions with the childminder in relation to observations of the children's play, learning and progress.
- The inspector looked at children's records, evidence of the suitability checks of the childminder and a range of other documentation.
- The inspector reviewed feedback from parents and children.

### Inspector

Anna Fisk

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder and her assistant have a good understanding of how to protect children and the relevant procedures to follow should there be a concern. The childminder is focused on improvements and seeks the views of the parents and children to help her develop her provision. For example, older children expressed their views about the use of the space, which prompted the childminder to organise the environment differently. The childminder accurately tracks and monitors children's progress to help her identify any gaps in their development. She supports her assistant to develop her skills and knowledge. For example, the childminder provides opportunities for her assistant to discuss her practice and attend relevant training, such as paediatric first aid.

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

The childminder regularly observes children in their play and recognises their achievements. She provides a good range of interesting and stimulating activities. For example, the childminder makes use of fallen leaves that they collected earlier in the week to provide a range of further activities. Children use the leaves and some crayons to create leaf-rubbing pictures, which develops into a sticking activity with the addition of glue. The childminder patiently supports children. For example, she encourages children to think about and work out how to use a pop-up toy. The childminder demonstrates and slowly repeats each action to help children learn to operate the different buttons.

### Personal development, behaviour and welfare are good

The childminder supports children's emotional well-being effectively. For instance, children laugh, smile and are confident in her company. They enjoy cuddles and reassurance when tired. Children behave well and show care, concern and respect for each other. They know the rules and follow the routines. For example, the childminder helps children to think about their safety and manage appropriate risks, such as when climbing and challenging their physical skills on play equipment at the park. The childminder provides nutritious meals and varied snacks.

### Outcomes for children are good

Children make good progress in their learning. They are motivated, curious and active learners who enjoy participating in the interesting activities. Children access their chosen resources and lead their own play. They develop a wide range of skills that help to support their progress to the next stages in their learning. For example, children enjoy looking at books and developing their early literacy skills. They copy the sounds the childminder makes, which helps them to connect sounds and letters.

## Setting details

<b>Unique reference number</b>	156036
<b>Local authority</b>	Medway Towns
<b>Inspection number</b>	1061555
<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>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	8 March 2013
<b>Telephone number</b>	

The childminder registered in 2001. She lives in Hoo, Rochester, Kent. The childminder provides care each weekday from 6.30am to 6.30pm, throughout the year. She has an appropriate early years qualification. The childminder works with an assistant occasionally.

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

