

# Childminder Report

**Inspection date**

24 November 2016

Previous inspection date

15 July 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 provides an interesting range of toys and activities which is easily accessible to the children. Children engage in a range of stimulating activities that reflects their interests and individual learning needs. Children make good progress.
- Children experience a wide range of outings such as visits to cafes and libraries. These help children to understand about their local area and how to be part of the community.
- Children benefit from good relationships with the childminder and her assistants. They meet children's emotional needs well, for instance by offering them encouragement and praise for their achievements.
- The childminder obtains details about children's abilities when they first start. She uses this information to plan their future learning. Children are well prepared for school.
- The childminder has a good knowledge of how to safeguard and protect children. She works closely with her assistants to keep their safeguarding knowledge up to date. She regularly updates policies and procedures, in order to improve the service they provide.

**It is not yet outstanding because:**

- The assistants miss opportunities to develop further children's good knowledge and thinking skills.
- Children do not have access to a wide range of resources to help increase their knowledge of the world around them.

## What the setting needs to do to improve further

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

- continue to support the assistants to improve their skills and knowledge, to ensure they fully extend children's learning
- make more effective use of opportunities to extend children's knowledge of the world around them.

### Inspection activities

- The inspector carried out a joint observation with the childminder.
- The inspector checked evidence of suitability of all household members and her assistants.
- The inspector looked at the risk assessments, and discussed with the childminder how she plans to care for children while there is building work going on in the home.
- The inspector looked at children's learning journeys, including assessment documents and next steps, and some policies and procedures relevant to the inspection.
- The inspector spoke to parents and read letters of reference from parents to take account of their views.

### Inspector

Sara Garrity

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder and her assistants are clear about their role in safeguarding children. They are aware of the actions to take and who to contact should they have concerns about children's welfare. 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 help protect children. The childminder recognises the importance of keeping her skills and knowledge updated to improve outcomes for children. For example, she shares good practice with other early years professionals. The childminder has forged strong links with other settings to provide a good continuity of care and learning for children. She regularly evaluates her provision to ensure that the service she provides meets the needs of children and families.

### 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 will challenge and excite them. The childminder is skilled in helping them with their communication and language. For example, she uses commentary and skillful questions that challenge children to think and encourage them to speak. For example, they talk about the crunchy sounds they make with cereals and leaves. The childminder maintains effective communication and working relationships with parents. Parents are fully included and informed of their children's progress and development, to help support home learning.

### Personal development, behaviour and welfare are good

Children are active learners who thoroughly engage in the activities on offer. The childminder provides children with healthy meals and is aware of how to support any special dietary requirements children might have. The childminder understands the importance of providing children with daily opportunities to exercise. For instance they explore in the garden or go to the park to play. Children regularly attend a variety of groups, to aid their social interaction. Children learn about and begin to respect the needs of others and behave well. The childminder and her assistants are good role models. They help children to take turns in their play and share their toys well with each other. For instance, they take turns to find the letters on the small beanbags.

### Outcomes for children are good

Children are well prepared for the next stage in their learning and eventual move to school. Children make good progress from their starting points and develop the skills they need for their future. They are keen to learn and show fascination for new activities and resources. For example they practise making marks using chalks on a variety of surfaces. Children are independent and communicate their needs confidently.

## Setting details

<b>Unique reference number</b>	EY240746
<b>Local authority</b>	Medway Towns
<b>Inspection number</b>	1061675
<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>	18
<b>Number of children on roll</b>	10
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	15 July 2013
<b>Telephone number</b>	

The childminder registered in 2003. She lives in Gillingham, Kent. The childminder provides care Monday to Friday from 8am to 6pm. The childminder works with a co-childminder and has two assistants. The inspection was carried out at the home of her co-childminder due to building work being carried out on the childminder's premises. The childminder receives funding to provide free early education for children aged two, three and four years. She also receives funding for the early years pupil premium. 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

