

Childminder Report



Inspection date 25 November 2016
Previous inspection date 7 January 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Partnerships with parents and other professionals are strong. The childminder effectively communicates with them about children's learning needs and their progress. Children receive good continuity in their care and education.
- Children have good mathematical knowledge and receive good support to extend their skills. For example, the childminder helps young children begin to count and challenges older children with basic sums.
- The childminder helps children build a good understanding of managing their own safety. For instance, she helps them learn how to go down the stairs backwards to help keep themselves safe. They confidently move around the childminder's home and enjoy using the available space as they play.
- Children make good progress in their learning and development from their starting points. They have confidence in their own abilities and are eager to try new things.

It is not yet outstanding because:

- The childminder sometimes misses the opportunity to support children's relationships with each other and help them to learn about the needs of others.
- Some of the childminder's assessments of children's learning do not precisely reflect children's individual interests to help support their learning further.

What the setting needs to do to improve further

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

- make the best possible use of opportunities to support children's understanding of each other's needs
- build on the use of assessments of children's learning to more precisely incorporate children's individual interests.

Inspection activities

- The inspector spoke to parents, read their written feedback and took their views into consideration.
- The inspector observed the quality of teaching and assessed the impact on children's learning.
- The inspector jointly observed an activity with the childminder and discussed children's learning.
- The inspector spoke to children and the childminder at appropriate times during the inspection.
- The inspector reviewed the childminder's self-evaluation, policies and procedures, and children's learning records.

Inspector

Sarah Taylor-Smith

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder has an up-to-date awareness of the local safeguarding procedures to follow if she has concerns about children. She risk assesses her environment well and uses this to help keep children safe. The childminder actively seeks opportunities to develop her practice. For instance, she attends training courses and uses what she learns to develop areas of her practice. For example, she has increased the support she offers for children to explore music and sound to benefit their speech and language development. Self-evaluation is effective. The childminder reflects well on her practice and has plans in place to continue to develop her skills and the provision she provides.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of how children learn and develop. She varies the experiences that children receive to help them remain engaged in their learning. The childminder communicates effectively with children. She helps build their vocabulary and praises them for their good pronunciation. Children enjoy exploring technology. For instance, the childminder has created an activity table that has everyday objects on, such as light switches and locks, as well as other technology for children to experiment and explore with. The childminder monitors children's progress well.

Personal development, behaviour and welfare are good

Children enjoy the childminder's company and respond well to her positive and calm manner. Children behave and settle well. The childminder ensures that meal times are healthy and enjoyable. For example, children enjoy making fruit kebabs and talk about the fruit that they like. Children also receive good opportunities to be physically active. For instance, they go on walks and trips to the park to challenge their physical skills. Children receive good opportunities to socialise. For example, children go to toddler groups to meet and play with other children. The childminder provides children with good opportunities to learn about other people around the world. For instance, she provides a good range of resources and activities to help children learn about festivals and diversity.

Outcomes for children are good

Children enjoy being continually engaged in their play and are motivated to explore and learn. They have good concentration skills and learn to make choices in their play. For example, children are absorbed in pouring and sprinkling rice and later return to further explore this activity. Older children have a secure knowledge of letters and enjoy exploring sounds. For instance, they know the letters in their names and begin to sound out words. Children have good opportunities and experiences and gain the important skills they need in preparation for their next stage of learning including starting school.

Setting details

Unique reference number	EY464447
Local authority	Kent
Inspection number	1069421
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 7
Total number of places	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	7 January 2014
Telephone number	

The childminder registered in 2013 and lives in Tunbridge Wells, Kent. On Monday and Tuesday she offers care before school and then after school until 6.30pm. On Wednesday, Thursday and Friday she offers care from 7.30am to 6.30pm, all year round, except bank holidays and family holidays.

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at 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.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

