

# Childminder Report

<b>Inspection date</b>	25 November 2016
Previous inspection date	9 December 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	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 has improved her understanding of her role and responsibilities and reflected well on how she meets these. For example, she completes the progress check for children between the ages of two and three years and shares this with parents.
- Children settle well in the childminder's care, and develop happy and respectful relationships with her. As a result, children feel safe, comfortable and ready to learn.
- This helps to support their emotional well-being and to develop their self-confidence.
- The childminder carefully assesses and monitors children's progress. She uses her findings to identify any gaps, as well as their next steps, in their learning. She targets these extremely well to promptly close any gaps in their learning. This supports children to make good progress in their learning and development.
- The childminder builds strong relationships with parents and involves them in their children's learning. This shared approach helps to meet children's learning needs.

### It is not yet outstanding because:

- The childminder does not explore ways in which she can give children opportunities to choose additional resources without seeking adult help. This means that sometimes children are unable to fully develop their play and extend their learning independently.
- The childminder has not fully explored all the opportunities available to her to continuously develop professionally.

## What the setting needs to do to improve further

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

- increase ways in which children can choose additional resources independently
- explore ways to extend skills and knowledge even further to continually improve the quality of the provision.

### Inspection activities

- The inspector observed activities and the quality of teaching.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector viewed the areas of the house used for childminding.
- The inspector checked a selection of records and documentation.
- The inspector observed interactions between the childminder and children throughout the inspection.

### Inspector

Anja Eribake

## Inspection findings

### Effectiveness of the leadership and management is good

Improvements have been made since the last inspection. The childminder has made good use of advice and guidance from her local authority adviser. She updated herself on the requirements of the early years foundation stage and now has a secure knowledge. For example, she displays the certificate of registration in her setting. Safeguarding is effective. The childminder has a good awareness of current procedures that help protect children. She fully understands her role in child protection and knows how to recognise children at risk, including from extreme views. She maintains a safe and secure environment and children move around the home environment safely.

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

The childminder actively engages with the children as they play and supports their learning. She reinforces children's language and mathematical skills successfully during play and children develop a good understanding of numbers, colours and sizes. For example, they put bricks together to make towers and compared them to each child's height. The childminder praises their attempts and this gives children the confidence to do more. Children develop early literacy skills, such as that print carries meaning. For example, the childminder looks at and talks about the different road signs with children. This helps them learn about road rules and how to keep themselves and others safe.

### Personal development, behaviour and welfare are good

Children feel confident to explore their surroundings and enjoy learning outdoors. The childminder provides many opportunities for children to access fresh air and exercise. This, as well as eating healthily, helps to support children's good physical health. Children learn to embrace, value and respect similarities and differences in themselves and others. For example, they undertake outings in their local community. Children learn how to share and take turns and behave well. The childminder acts as a good role model for children and she supports them well to manage their emotions and feelings. She encourages children to develop skills for the future and involves them in the daily routines, such as cutting up fruits at snack time and tidying up after play.

### Outcomes for children are good

All children make good progress in relation to their starting points. Children have regular opportunities to attend playgroups. This helps to extend children's confidence and social skills from an early age. Children are gaining the skills they need to prepare them for the next stage of their learning and in readiness for school. They are confident when taking off their coats and shoes after outdoor play.

## Setting details

<b>Unique reference number</b>	EY392534
<b>Local authority</b>	Kent
<b>Inspection number</b>	1057793
<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>	5
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	9 December 2015
<b>Telephone number</b>	

The childminder registered in 2009. She lives in Dartford, Kent. The childminder works on a flexible and full-time basis by arrangement all year round.

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

