

# Childminder Report

<b>Inspection date</b>	1 December 2016
Previous inspection date	22 October 2010

<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 monitors children's progress well. For example, she uses an online tracking system. This helps her identify any gaps in development early and provide appropriate support. The childminder uses the information from her assessments effectively to plan for children's next stage in learning. Children make good progress.
- Children learn to keep themselves safe. For instance, the childminder practises regular emergency evacuation procedures with them.
- Children are happy and enjoy their learning as they move freely around their environment. They successfully engage in the activities, including those that they choose for themselves.
- Self-evaluation is effective. The childminder identifies areas of weakness and sets targets for improvement. This helps develop the quality of the provision and provides better outcomes for children.

### It is not yet outstanding because:

- The childminder does not make the most of opportunities to further extend babies' and young children's physical skills.
- The childminder does not consistently form highly successful partnerships with other settings children attend to share a wide range of development information to fully support a consistent approach across settings.

## What the setting needs to do to improve further

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

- make the most of opportunities for babies and young children to extend their physical skills even further
- build highly effective partnerships with other settings children attend to fully support a consistent approach in meeting their learning and development needs.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning and development.
- The inspector viewed all the areas of the premises used for childminding.
- The inspector viewed a range of documentation, including suitability checks and children's records.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
- The inspector spoke to the childminder about observations of the children's play, learning and development.

### Inspector

Sarah Stephens

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of the signs that would cause her concern about a child's welfare and the processes to follow. She knows what to do in the event of any allegations against her or household members. The childminder is aware of her duty to prevent children being drawn into situations which may put them at risk of harm. She successfully increases her knowledge and skills. For example, the childminder attends a range of training and makes changes to her practice, such as implementing further ways to support babies' and young children's early speech.

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

The childminder successfully encourages children's learning and development. She builds babies' communication and language skills well. For example, she uses questions appropriate for their age, such as 'what is that?', and introduces basic words. The childminder helps to keep children's motivation and interest in their learning. For instance, she sings nursery rhymes to them while they play. The childminder provides positive praise and encouragement, which helps build children's self-esteem and confidence. She offers regular opportunities to involve parents in their children's learning. For example, she provides access to their children's development records on an online system, has regular discussions and sends home newsletters. This helps parents to continue their children's learning at home.

### Personal development, behaviour and welfare are good

Children form secure emotional attachments and positive relationships with the childminder. She is sensitive and responsive to babies' individual needs. For example, she recognises when they are tired and provides them with extra care and attention. The childminder encourages children to learn about acceptable behaviour. For example, she reminds them about safety when playing with toys. The childminder supports children's understanding of healthy lifestyles. For instance, she provides nutritious meals and snacks. Children learn about the different people in their local community, such as through attending children's groups.

### Outcomes for children are good

Children make progress which is appropriate for their age and gain the skills they need for their move to nursery or school. Babies develop their independence, such as learning to feed themselves. They build a positive sense of themselves and their place in the world. For example, babies smile and laugh as they look at themselves in a mirror. Children extend their listening and attention skills. For example, they move their bodies to the sound of music.

## Setting details

<b>Unique reference number</b>	EY334853
<b>Local authority</b>	Kent
<b>Inspection number</b>	834779
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	22 October 2010
<b>Telephone number</b>	

The childminder registered in 2006 and lives in Dartford, Kent. She offers care from Monday to Friday, 8am to 6pm, throughout the year. The childminder receives funding to provide free early education for 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.

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Piccadilly Gate  
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