

# Childminder Report

**Inspection date**

27 January 2017

Previous inspection date

19 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

- Since the previous inspection, the childminder has improved her procedures regarding working with other settings children may attend and this helps her provide continuity of care and learning.
- The childminder reflects on her practice effectively. She is clear about which areas she needs to focus on. For example, more efficient ways to record the observations and assessments she makes on children, to make it easier to monitor their progress.
- The childminder's calm and gentle approach helps children feel welcome, safe and secure. Very young children who are new to the setting show they are content and have begun to bond well with the childminder.
- The childminder uses the knowledge of the children she cares for to help influence the type of resources she provides. She makes sure toys are age appropriate and ones that she knows the children enjoy playing with.

### It is not yet outstanding because:

- The childminder does not consistently provide younger children with opportunities to extend their imagination and creative skills further.
- The childminder has not fully explored ways to improve children's knowledge of their local community and help them enjoy new and different experiences.

## What the setting needs to do to improve further

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

- provide additional activities to help younger children use their imagination and creative skills more
- increase opportunities for children to explore and find out more about their local environment.

### Inspection activities

- The inspector observed children's activities indoors.
- The inspector sampled children's learning records and other relevant documentation.
- The inspector took account of the view of parents from written feedback.
- The inspector discussed childcare practices with the childminder.
- The inspector looked at the childminder's self-evaluation documents.

### Inspector

Mary Vandeppeer

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder keeps her safeguarding knowledge up to date. For example, she regularly attends child protection training. The childminder uses this to develop correct procedures on what to do if she has concerns about a child in her care. She is also aware of how to identify any risk from extreme views and behaviour. The childminder's home is safe and secure for children. She uses risk assessments to support her in identifying and minimising any potential hazards. The childminder understands the importance of continuing her ongoing professional development. She now more effectively assists young children to develop their early communication skills. For example, she repeats words that link to a favourite object. The childminder works well with parents and together they support children's learning and progress effectively.

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

The childminder is very attentive and engages well with the children. Overall, she provides a range of resources that meets children's learning needs and helps them make good progress. For example, babies fully engage in exploring interactive toys and know to press buttons to get a response. Babies also enjoy looking at bright, colourful pictures in a favourite book with the childminder. Even children who have just started with the childminder are already confident in letting her know when they need her support in their play. The childminder talks to children as they play. She extends their learning by introducing new vocabulary as she interacts with them.

### Personal development, behaviour and welfare are good

Children settle quickly with the childminder. They build close relationships with her and are happy and content. The childminder organises toys and resources so they are easily accessible, especially to babies. Children's individual care requirements are given very good attention and met well. For example, their personal needs, such as nappy changing and washing hands. Children enjoy a range of nutritious and balanced snacks and meals. The childminder encourages young children to feed themselves and babies are very skilful at drinking from a cup on their own. Children's physical development is promoted well. For example, there is plenty of space for children to move around and babies can crawl and pull themselves safely up on furniture.

### Outcomes for children are good

Children enjoy playing independently and babies explore their surroundings. They show excitement as they explore and use their senses to understand what they are holding or touching. Babies move confidently and clearly feel safe enough to do so. Overall, children make good progress in their individual learning and development. They are beginning to gain the skills they need for future learning.

## Setting details

<b>Unique reference number</b>	EY257947
<b>Local authority</b>	Kent
<b>Inspection number</b>	1061704
<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>	3
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	19 March 2013
<b>Telephone number</b>	

The childminder registered 2003. She lives in Yalding, near Maidstone, Kent. The childminder operates her service all day on Monday to Friday, for most of the year, with the exception of bank holidays and family holidays. She has a childcare qualification at level 2.

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

