

Childminder Report

Inspection date

6 February 2017

Previous inspection date

13 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

- Parents value the regular updates they receive in the daily diary about their child's learning and development. They are appreciative of the opportunities they have to contribute to their children's assessments and know what their children's next steps in learning are.
- Children make good progress. When children start with the childminder, he works with the parents to establish what children can do. From there, he makes frequent observations and plans appropriate activities to help children achieve well.
- Where the care of a child is shared with another provider, such as schools and pre-schools, the childminder shares information about children's achievements. This helps to support continuity in their care, learning and development.
- Children feel safe and behave well. Relationships are warm and caring, which helps to support children's sense of emotional well-being and self-esteem.
- Children confidently explore their environment. They freely choose their own activities from the wide range available and lead their play.

It is not yet outstanding because:

- Children are not consistently able to use their sensory skills to explore and investigate.
- On occasions, the childminder does not provide children with opportunities to learn to be more independently responsible for their own belongings.

What the setting needs to do to improve further

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

- provide a wider range of opportunities for children to develop their sensory skills further
- develop the opportunities for children to learn to be more independently responsible for their own belongings.

Inspection activities

- The inspector read the comments of parents and took account of their views.
- The inspector discussed the childminder's evaluation of his work and the documents relating to children's progress.
- The inspector viewed the areas of the childminding premises that children use.
- The inspector observed the childminder interacting with the children and discussed his practice.
- The inspector sampled written documentation, including that which relates to safeguarding.

Inspector

Jill Thewlis

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a thorough knowledge of how to keep children safe from harm. He knows who to contact if he has any concerns about children's safety or welfare. The childminder and his colleagues identify areas for improvement. For example, he built some planters to enable children to grow vegetables. The childminder monitors children's progress accurately. This helps him to spot gaps in learning and provide support to close them. The childminder constantly keeps his knowledge up to date. For example, he has recently attended training to extend his understanding of safeguarding and child protection guidance.

Quality of teaching, learning and assessment is good

The childminder provides children with opportunities to see and hear other languages alongside their home language. Parents come to talk to children about their own cultures. For example, children have been taught songs in other languages and have learnt to say 'Happy New Year' in Chinese. The childminder engages with children in their imaginative play. For example, he pretends to be the customer at their 'burger bar'. The childminder positively encourages children's physical skills. For instance, he reminds children how to move their legs to make the swing move. The childminder effectively supports children's understanding of size. For example, as children build a tower, he asks them if the tower is bigger or smaller than he is.

Personal development, behaviour and welfare are good

Children have a good awareness of each other and of the needs of wildlife. For example, they wait for their turn to fill the birdfeeders with food. The childminder encourages children to share their toys. For instance, they happily share the modelling clay and tools. Children confidently cooperate with each other and lead their own learning. For instance, they make joint decisions about where the animals should go in the farm. The environment is clean and the childminder encourages children to practise good hygiene routines, such as washing their hands before lunch.

Outcomes for children are good

Children learn the key skills they need for school, such as early reading skills. For example, children see printed words in the environment, which helps them to understand that print carries meaning. They have many opportunities to practise their early writing skills. For instance, they make attempts to write their names and draw on large sheets of paper. Children are encouraged to count throughout the day. For example, they count the number of plates they need at lunchtime and know that each cup must have a plate beside it.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | EY302774 |
| Local authority | Kent |
| Inspection number | 1068746 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 1 - 8 |
| Total number of places | 6 |
| Number of children on roll | 17 |
| Name of registered person | |
| Date of previous inspection | 13 January 2014 |
| Telephone number | |

The childminder registered in 2004. He lives in Paddock Wood, Kent. The childminder receives funding to provide free early education for children aged two, three and four years. The childminder provides care from 7.30am to 6pm on Monday to Friday, throughout the year. The childminder works with his wife who is also a registered childminder, another registered childminder and an apprentice.

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

