

# Childminder Report

## Inspection date

3 March 2017

Previous inspection date

8 December 2014

<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 has good systems to accurately monitor and track children's learning. This enables her to highlight any gaps in their development quickly and provide support to help them to catch up. Children make good progress.
- Children have good opportunities to explore the world around them. For instance, they learn how things grow at weekly visits to the community allotment.
- The childminder establishes positive and trusting relationships with children. This helps them to settle happily into play. Children develop a good sense of belonging.
- Children gain good skills that help prepare them well for their future learning. For example, they develop early reading skills as they recognise letters and simple words.
- The childminder effectively evaluates her practice. For instance, she reviews the day's events, reflects on how well she engages children in learning and uses this to make future plans. This has a positive impact on children's learning.
- Children have good opportunities to understand the importance of healthy lifestyles. For example, they help grow and prepare healthy snacks, such as rhubarb.

### It is not yet outstanding because:

- The childminder misses some opportunities to develop children's awareness of technology further.
- The childminder does not make the most out of opportunities to share children's achievements with other settings that children attend.

## What the setting needs to do to improve further

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

- improve opportunities for children to develop their awareness and understanding of technology further
- extend partnerships with early years professionals at other settings that children attend to develop further the consistency of shared learning for children.

### Inspection activities

- The inspector viewed the areas of the childminder's home that children use.
- The inspector observed the childminder interacting with the children.
- The inspector sampled written documentation, such as children's progress reports, and policies and procedures.
- The inspector spoke to children and the childminder at convenient times.

### Inspector

Kelly Hawkins

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder is proactive in ensuring that she keeps up to date with new ideas and builds on her knowledge and skills. For instance, she attends regular online discussions with other childminders to share ideas. The childminder uses feedback from parents and children to access additional training that benefits her practice. For example, she attended a course to extend her knowledge about assessments and shared this with parents to help support all children to make better progress. The childminder establishes positive partnerships with parents to help provide a good consistency in children's care and learning. For instance, she shares details about children's achievements on a daily basis. The childminder has a secure knowledge and understanding of the safeguarding procedures to follow to help keep children safe in her care and effectively protect their welfare. Safeguarding is effective.

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

The childminder positively supports children to manage the move to school. For example, she reads books about going to school with them so they learn what they may expect to see and experience. The childminder builds on children's interests well. For instance, children are excited to see ice on a pond during a nature walk. The childminder then encourages children to explore how they can turn water into ice and melt ice to make water, and they visit ponds, the beach and rivers to explore water in different forms. The childminder encourages children to be confident communicators. For example, they make up their own songs, and think and respond to challenging questions that the childminder asks.

### Personal development, behaviour and welfare are good

The childminder is a positive role model. Children learn how to behave well, and be kind and polite to each other. For example, they say 'please' and 'thank you' with no reminders. The childminder supports children to develop good physical abilities. For instance, they climb and balance on large equipment at parks and in woods. Children develop a good understanding of other people's similarities and differences in the wider world. For instance, they regularly visit international restaurants to try foods from other countries.

### Outcomes for children are good

Children of all abilities make good progress in their learning, in relation to their starting points. They gain skills to support their future learning. For example, children develop mathematical abilities as they confidently count during play and recognise numbers in the environment. Children engage in activities that require a level of responsibility to manage risk safely. For instance, they participate in pond dipping and cook root vegetables.

## Setting details

<b>Unique reference number</b>	126227
<b>Local authority</b>	Kent
<b>Inspection number</b>	1070206
<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>	2 - 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	8 December 2014
<b>Telephone number</b>	

The childminder registered in 1992. She lives in Margate, Kent. The childminder cares for children on Monday to Friday from 8am to 6pm, all year round. The childminder receives funding to provide free early education for children aged two, three and four years. The childminder holds a relevant early years qualification at level 3.

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 2017

