

# Childminder Report

## Inspection date

26 April 2017

Previous inspection date

11 March 2015

<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 uses the information from her observations and assessments well to plan for children's development. Children make good progress in their learning and are ready for their next stage in development.
- The childminder provides children with clear guidance and explanations to help them manage their behaviour. For example, she encourages them to take turns and reinforces positive behaviour, such as by saying, 'Well done that was good sharing'.
- Children have opportunities to make their own choices in the wide selection of activities available to them. This helps them lead their own play and keep their interest in their learning.
- The childminder offers regular opportunities to involve parents in their children's learning. For example, she has daily discussions and shares text and children's records. This helps to provide continuity of learning and care.
- The childminder completes thorough risk assessments of her environment. This helps her identify and minimise any hazards in her surroundings.

### It is not yet outstanding because:

- The childminder does not make the most of opportunities for children to build their literacy skills further, such as making connections between words and pictures.
- The childminder does not consistently ask younger children basic questions to help them think for themselves and provide their own ideas in play.

## What the setting needs to do to improve further

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

- increase opportunities for children to develop their literacy skills further
- build on opportunities for children to think through and provide their own responses in play.

### 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 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 took account of parents' written views.

### Inspector

Sarah Stephens

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a secure understanding of the signs that would cause her concern about a child's welfare and the processes to follow. She knows the procedures to follow with any allegations against herself, household members or her assistant. The childminder evaluates her service well and identifies areas for improvement. For instance, she shares more information with parents about their children's learning using an online system. This helps her develop the quality of her provision and provide better outcomes for children. The childminder increases her knowledge and skills and accesses training. She oversees the work of her assistant well. For example, they discuss children's progress and safeguarding policies in place.

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

The childminder successfully monitors children's development, for example, she uses progress tracker books. This helps her identify any gaps in learning early and provide the appropriate support. The childminder builds children's physical development. For instance, she encourages younger children to turn the pages of a book and build with bricks. The childminder develops children's communication and language skills. For instance, she repeats their basic words and adds to these to help them form their first sentences. The childminder helps children learn about different people and the world around them by visiting groups, activity centres and varied outings.

### Personal development, behaviour and welfare are good

The childminder provides a safe and welcoming environment. She effectively supports children's emotional well-being. For example, the childminder recognises when they need extra care and attention, such as when they are unsettled. She successfully develops children's understanding of healthy lifestyles. For instance, she offers nutritious options at mealtimes and daily opportunities for them to be physically active, such as using scooters, slides and seesaws. The childminder helps children learn to keep themselves safe. For example, she practises regular emergency procedures with them.

### Outcomes for children are good

Children gain the skills they need for their move to nursery or school. They build their independence well. For example, younger children feed themselves and help with putting their outdoor clothes on. Children develop good relationships with their friends. For example, they laugh and clap their hands together when playing games, such as puzzles and blowing bubbles.

## Setting details

<b>Unique reference number</b>	EY395787
<b>Local authority</b>	Kent
<b>Inspection number</b>	1093950
<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 - 6
<b>Total number of places</b>	5
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	11 March 2015
<b>Telephone number</b>	

The childminder was registered in 2009 and lives in Maidstone, Kent. She offers care Monday to Friday, 7am to 7pm term time and during holiday periods from 7am to 8pm. The childminder has a relevant level 3 childcare qualification. She occasionally works alongside an assistant.

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

