

# Childminder Report

**Inspection date**

17 August 2017

Previous inspection date

2 November 2016

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Requires improvement</b> | <b>3</b> |
|---|-------------------------|-----------------------------|----------|
|   | Previous inspection:    | Requires Improvement        | 3        |
| Effectiveness of the leadership and management                |                         | Requires improvement        | 3        |
| Quality of teaching, learning and assessment                  |                         | Requires improvement        | 3        |
| Personal development, behaviour and welfare                   |                         | Requires improvement        | 3        |
| Outcomes for children   |                         | Requires improvement        | 3        |

## Summary of key findings for parents

### **This provision requires improvement. It is not yet good because:**

- The childminder has not established effective relationships with all parents to fully support children's care and learning. Not all children make the best possible progress in their learning and development.
- Partnership working with other settings that children attend is inconsistent. The childminder is not aware of the care and learning that all children receive to effectively support continuity of care.
- The childminder has not considered how she can develop her professional knowledge. She has not continued to develop her skills to provide a range of learning experiences for children.
- Self-evaluation is not fully effective. The childminder does not evaluate her practice well enough to identify areas to improve and develop outcomes for children.

### **It has the following strengths**

- The childminder helps children learn about healthy food. For example, she has detailed discussions with children about where food comes from, how it grows and what types of food are good for them.
- Children enjoy making choices and leading their own play. They help themselves to toys and talk to the childminder about what they want to do next.
- The childminder supports children's communication and language development well. For instance, she encourages meaningful conversations and helps children to talk about their ideas.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage the provider must:**

- |  | <b>Due Date</b> |
|--|-----------------|
| ■ build relationships with all parents to enable an effective two-way flow of information to support children's well-being and learning to help them make the best possible progress | 25/09/2017      |
| ■ establish effective links with other settings that children attend to ensure that all children benefit from continuity in their care and learning.                                 | 25/09/2017      |

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

- make better use of opportunities to develop professional knowledge and skills to develop the range of learning experiences for children
- improve the use of self-evaluation to identify weaknesses in practice to support better outcomes for all children.

## Inspection activities

- The inspector read written feedback from parents and considered their views.
- The inspector observed the quality of teaching and assessed the impact of this on children's learning.
- The inspector jointly observed an activity with the childminder and discussed children's learning.
- The inspector spoke to children and the childminder at appropriate times.
- The inspector reviewed children's learning records, and policies and procedures.

## Inspector

Sarah Taylor-Smith

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Safeguarding is effective. The childminder has a satisfactory knowledge of what may cause children harm. She knows what action to take if she has concerns about children's welfare. The childminder has developed the action and recommendations set at her last inspection. However, she has not continued to evaluate her practice or develop her professional skills to see where she could further improve experiences for children. The childminder is a suitable role model for children. For example, she is kind and promotes good behaviour. She helps children to learn about risk to keep them safe. For example, she helps them to identify risks through role play, such as how to handle 'hot' tea and what might happen.

### **Quality of teaching, learning and assessment requires improvement**

The childminder observes children's play well and has a suitable understanding of their stages of development. However, not all children receive the same quality learning experiences as the childminder's partnership working with parents varies. Children enjoy learning about animals and the natural world. For example, they talk about what different animals like to eat and share stories about animals they have seen in nature and at the zoo. The childminder has not built effective links with other settings to gain a good knowledge about all children where care is shared. She does not ensure that she knows about all children's learning needs and is not able to continue to build on their learning.

### **Personal development, behaviour and welfare require improvement**

The weaknesses in partnership working with parents and other settings mean that the childminder does not fully support all children's well-being. However, overall, children settle with the childminder and build suitable relationships with her. Children learn about the world around them. For example, the childminder shows them a map of the world and talks to them about the different places they have been and other countries. The childminder helps children learn perseverance and to build their self-esteem. For instance, she helps them to keeping trying puzzles pieces until they fit and she praises them for their efforts.

### **Outcomes for children require improvement**

Some children make appropriate progress from their individual starting points. However, not all children make enough progress in their development due to the inconsistencies in the support they receive. Children know how to consider others in their play and naturally include everyone in their game. Some children are keen to be involved and engage in learning. Children learn numbers of personal significance and begin to count. Not all children develop the range of skills needed to help them be prepared for their next stage of learning, including school.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | 125734  |
| <b>Local authority</b>             | Kent  |
| <b>Inspection number</b>           | 1107442   |
| <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 - 7   |
| <b>Total number of places</b>      | 6   |
| <b>Number of children on roll</b>  | 7   |
| <b>Name of registered person</b>   |   |
| <b>Date of previous inspection</b> | 2 November 2016   |
| <b>Telephone number</b>            |   |

The childminder registered in 1992 and lives in Frittenden, Kent. The childminder offers flexible care on weekdays, all year round except for family holidays. She receives funding to provide free early education for children aged two, three and four years. The childminder holds a level 3 qualification in childcare.

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

