

# Childminder Report

**Inspection date**

7 November 2017

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 knows the children well and her calm, sensitive manner helps the less confident children to build a good bond and develop their emotional well-being.
- The childminder gathers comprehensive information about children's starting points from parents and observations of the children's play. This allows her to understand the children's development and notice any gaps in their learning. Children make good progress in their learning.
- Partnerships with parents are good. The childminder and parents regularly exchange daily information about children's experiences and care routines. This helps to support continuity in children's care and learning.
- The childminder plans a range of activities that follows children's interests and helps to motivate their learning.
- The childminder is committed to improving her provision. She regularly reviews her practice, involving parents and planning future improvements.
- The childminder is a good role model and encourages children to use good manners and respect the toys.

**It is not yet outstanding because:**

- Children, at times, are unable to follow their curiosity when selecting toys, due to the difficulty in accessing them.
- On occasions, the childminder overdirects children's play and does not give them enough opportunities to develop their ideas and follow their own play and learning.

## What the setting needs to do to improve further

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

- increase the accessibility of resources, to allow children more opportunities to make choices and follow their curiosity
- give children more opportunities to lead their own learning, to help them build on what they already know and can do.

### Inspection activities

- The inspector observed activities and the quality of the childminder's interactions with the children.
- The inspector looked at range of documentation, including risk assessments, key policies and procedures, and children's records.
- The inspector took account of parents' views through viewing the childminder's website.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector discussed the childminder's self-evaluation and her plans for her practice.

### Inspector

Maxine Ansell

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good knowledge of the safeguarding and child protection procedures to follow, to help protect children's safety and welfare. This includes knowing whom to contact to seek advice or follow up concerns. She keeps her current safeguarding knowledge up to date through newsletters from the local authority safeguarding team. The childminder effectively evaluates her practice. For example, she liaises closely with other childminders and professionals to obtain advice on her improvement plans. The childminder knows when to inform Ofsted of significant changes to ensure the children's continued safety and security.

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

The childminder closely monitors children's progress through observations and assessments and develops next steps in learning to ensure they make good progress. She knows what children enjoy and provides stimulating activities that engage children and develop their learning. For example, she uses children's interest in pumpkins to develop their small muscles as they complete a sticking activity. The childminder interacts well with the children during their play. She effectively uses opportunities to develop children's language and mathematical skills, such as naming different zoo animals and counting. The childminder successfully supports children's literacy skills. Young children are keen to practise their early mark-making skills. For instance, they use chalks to draw in the garden and paintbrushes to decorate pictures of pumpkins with glue and glitter.

### Personal development, behaviour and welfare are good

The childminder is fully aware of the children's individual personalities and style of learning. For example, she completes outdoor activities with children who enjoy playing in the garden and encourages children who do not like getting their hands dirty to play with the shaving foam, building their confidence. Children have a good bond with the childminder and go to her when they need reassurance and a cuddle. They develop a good understanding of how to keep themselves and others safe. For instance, they learn to respect and pick up toys to stop a tripping hazard. Children develop their physical and social skills well. For example, they attend a toddler group and meet with other childminders and their children. Children like to use the larger and more challenging physical equipment. They enjoy interacting and sharing toys with others and learning about their local environment.

### Outcomes for children are good

Children gain the skills they require for their next stages in learning, including the move to nursery and school. They have a strong exploratory impulse and are eager to 'have a go' at all the activities. Children develop good levels of independence, such as finding their coat and boots to go outdoors, and are able to make their needs known and ask for support. They develop an understanding of healthy eating as they make choices about their snack and lunch.

## Setting details

<b>Unique reference number</b>	EY490640
<b>Local authority</b>	Kent
<b>Inspection number</b>	1021652
<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 - 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2015 and lives in Herne Bay, Kent. She provides care from Tuesday to Thursday from 8am to 5pm, for most of the year.

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

