

Childminder Report

Inspection date

7 December 2017

Previous inspection date

6 March 2015

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

- The childminder is ambitious. She uses relevant sources, such as online childminder groups, to research different ideas to help develop her practice. She has high expectations of herself and all aspects of her provision.
- The childminder uses her good knowledge of how children develop to monitor their achievements and track their progress. She shares her assessments with parents and acts swiftly to close any gaps in children's learning. Children make good progress from their starting points.
- Children form strong emotional attachments with the childminder. She is kind, caring and sensitive to their individual needs. Children happily seek her company and are eager for her to join in with their play or give a reassuring cuddle when needed.
- Children are developing into confident communicators. The childminder consistently uses simple techniques, such as modelling. She reacts positively as young children use new words, such as 'brilliant', in their play. This helps children to develop key language skills at an early age.

It is not yet outstanding because:

- At times, the childminder provides pre-prepared activities which do not fully enable children to use their developing skills to explore and experiment.
- The childminder has not fully embedded a highly effective process to encourage all parents to regularly contribute their views to further support evaluations of practice.

What the setting needs to do to improve further

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

- review planned activities to enable children every opportunity to strengthen their learning
- strengthen partnerships with all parents so that they are able to be involved in evaluating the quality of practice to help drive improvement even further.

Inspection activities

- The inspector spoke with the childminder at appropriate times during the inspection.
- The inspector observed the quality of interactions and teaching, and assessed the impact this has on children's development.
- The inspector viewed parents' written comments regarding the childminder's practice and took these into account.
- The inspector viewed a range of documentation, including children's developmental records and the childminder's training certificates.
- The inspector observed a planned activity and discussed this with the childminder.

Inspector

Amanda Vidler

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good knowledge of child protection and aspects which may cause her concern. She has a good understanding of relevant procedures to report any concerns and her role in working closely with other professionals to help protect children. The qualified childminder seeks training to help her keep up to date and develop her practice. For example, she uses knowledge gained from relevant courses to review her practice, in particular safeguarding. This helps the childminder to ensure children are kept safe. The childminder welcomes support from other professionals to help her further develop her provision.

Quality of teaching, learning and assessment is good

The childminder is a good teacher. She observes children and is skilled at recognising when and how to involve herself in their play to further extend the opportunities for learning. For example, the childminder uses simple questions to encourage children to talk about what they are building with bricks. Children use their imaginative and strong language skills to describe their creations. Further questions enable children to practise their developing mathematical skills. They compare the sizes of the models using words such as 'bigger' and 'smaller'. Children welcome simple challenges and persevere as they talk to the childminder about why parts of the model will not fit. She supports children to think about why this may be. Children talk continually as they use trial and error to try different ways to make all parts of the model fit together.

Personal development, behaviour and welfare are good

The childminder maintains a safe and welcoming environment. Children behave well and benefit from being able to choose from a range of challenging and thoughtfully considered resources. Children's independence is fostered very well. They learn to manage their self-care needs from a young age. For example, children continually use tissues to wipe their own noses. Children benefit from a variety of well-considered trips. These experiences help children to develop an understanding of the wider world and enhance their social skills. For example, an outing to pick strawberries helps children develop a good understanding of healthy foods and where they come from. Children look at the photographs of this outing and talk about having to wash the strawberries before they could eat them.

Outcomes for children are good

Children make good progress in the childminder's care. They are eager and motivated learners. Children learn and practise skills to support the next stages in their development. For example, children concentrate well and persevere as they use their developing fine motor skills to peel oranges at snack time. They show pride in their achievements. For example, children use their emerging literacy skills to make marks, which they are keen to show the childminder. They enthusiastically explain that they have 'written their names' on their artwork.

Setting details

Unique reference number	EY436467
Local authority	Kent
Inspection number	1095147
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 6
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	6 March 2015
Telephone number	

The childminder registered in 2011 and lives in Greenhithe, Kent. She operates from 7am to 6.30pm from Monday to Friday, all year. The childminder also offers flexible extended sessions when required. The childminder holds a relevant childcare qualification at level 3. The childminder is in receipt of funding for the provision of free early education for three- and four-year-old children.

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 2017

