

# Childminder Report

**Inspection date**

13 March 2018

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**

- Children benefit from planned activities, such as those that help them to develop an understanding about nature. For example, they take regular walks and explore local woodland trails.
- Children form close emotional bonds with the childminder. This has a positive effect on their well-being. Children are very happy and comfortable in the environment.
- The childminder works closely with parents to help her ensure that children have all their care needs met.
- Children's behaviour is very good. The childminder is a good role model, and sensitively reinforces important social skills and boundaries. Children thrive on the praise and positive encouragement they receive from the childminder.
- Partnerships with other professionals and key persons are very effective. There is a good two-way flow of information about children's progress in their learning and development.

**It is not yet outstanding because:**

- On occasions, children do not have enough opportunity to direct and lead their own learning.
- Supervision of the assistant is not regularly undertaken to help ensure consistency in the quality of care and teaching, and to help raise the overall quality of teaching and practice, and outcomes for children, to the highest level.

## What the setting needs to do to improve further

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

- provide more opportunities for children to direct and lead their own learning
- strengthen the arrangements for supporting and coaching assistants further, to help increase the potential to achieve excellent outcomes for children.

### Inspection activities

- The inspector observed children's activities indoors.
- The inspector carried out a joint observation with the childminder.
- The inspector sampled children's learning records and other relevant documentation.
- The inspector took account of the views of parents from written feedback. She also spoke to a parent on the day of the inspection.
- The inspector discussed the self-evaluation process with the childminder.

### Inspector

Mary Vandepeer

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder has a secure understanding of her responsibility to recognise and report any concerns about children's safety and welfare. She maintains a safe environment for children in which to play and learn. The childminder ensures children understand how to evacuate the premises in an emergency. She implements her policies and procedures effectively to help support children's well-being. The childminder keeps her knowledge and skills up to date, for instance, by meeting with other childminders to share good practice. She carries out comprehensive self-evaluation, which includes the views of parents, children and current childcare practices, to effectively target improvements. For example, she has successfully improved her systems to observe and record children's achievements.

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

The childminder consistently demonstrates effective teaching skills. Many of the resources available are based on children's interests and what they need to learn next. The childminder carries out observations and assessments of children's achievements. She uses this information effectively to help her plan interesting activities that support children to extend their learning. For example, she involves children in a story about a zoo and then provides the materials for them to create their own zoo. Children enjoy using their imagination, such as when they gather all the animals together around the water hole so they can have a drink. The childminder interacts very positively with the children and talks to them about what they are doing. She asks questions and supports them effectively to learn new words.

### Personal development, behaviour and welfare are good

The childminder provides a warm and welcoming environment, and effectively promotes children's health and safety. She treats children with kindness and consideration and is a good role model. She encourages children to follow good hygiene routines and to understand how to play safely. The childminder takes children to a wide variety of groups and on outings to extend their learning and socialising experiences.

### Outcomes for children are good

Children are well prepared for school and any gaps in their development quickly narrow. They are confident and have good social skills. Children engage well in activities. They enjoy looking at books with the childminder and listening to stories. They understand simple questions and instructions. Children are beginning to use mathematics in context and understand mathematical ideas.

## Setting details

<b>Unique reference number</b>	EY492469
<b>Local authority</b>	Kent
<b>Inspection number</b>	1026964
<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 - 8
<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>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2015. She lives in Dartford, Kent. She provides care all day on Monday to Friday, with the exception of bank holidays and family holidays. The childminder holds qualified teacher status and often works with 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 2018

