

# Childminder Report

<b>Inspection date</b>	1 May 2018
Previous inspection date	16 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 works well with her co-childminders to provide a well-resourced and interesting environment that effectively supports children to learn through play. Parents comment on the 'fun' and 'educational' experiences the childminder provides.
- Children form strong emotional attachments with the kind and caring childminder. Children are happy and enjoy her company. They are eager for the childminder to join in their play and happily seek her company if they need a reassuring cuddle.
- The childminder welcomes feedback from parents and children. She effectively uses this information to help her review her practice and implement relevant changes. This helps to ensure she maintains the good levels of care that she offers.
- The childminder effectively recognises children's interests and uses these to create opportunities that enable them to develop and practise new skills. Children progress well from their starting points.

### It is not yet outstanding because:

- The childminder does not consistently make the most of her observations to help gain the most precise picture possible of how to target support for children.
- At times, the childminder is quick to do things for children that they could be learning to do for themselves, to increase their independence further.

## What the setting needs to do to improve further

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

- strengthen the use of ongoing observations and assessments to continually gain the most-precise picture of children's progress
- enhance daily opportunities that encourage children to develop their independence further.

### Inspection activities

- The inspector viewed the areas of the premises used for childminding.
- The inspector spoke with the childminder at appropriate times during the inspection and invited her to complete a joint observation.
- The inspector viewed interactions between the childminder and children in the inside environment and the outside space.
- The inspector viewed parents' written comments regarding the childminder's practice and took these into account.
- The inspector reviewed a range of documentation, including children's development records and the childminder's training certificates.

### Inspector

Amanda Vidler

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder knows the children well and is confident in recognising and recording concerns, such as changes in children's behaviour. She understands the importance of working with other professionals to help keep children safe and protected. The childminder seeks training opportunities and regularly discusses aspects of practice with other childminders. This helps her to keep her knowledge up to date and make relevant changes. For example, using ideas gained from training, the childminder implemented techniques to help her further support children to manage their behaviour. She involves children in helping to consider 'house rules' and is developing a stronger focus on recognising and reinforcing children's positive behaviours.

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

Overall, the childminder has a good understanding of how children learn. She uses this successfully to help her offer children experiences that they enjoy and that help them make good progress. The childminder recognises how her involvement in children's play can further help support their learning. For example, using simple questions, the childminder encourages children as they use mirrors to think and talk about different facial features. Children enjoy recognising themselves and use their developing language skills to name the things they see, such as their eyes and ears. Children use their emerging mathematical skills to count how many eyes they have. Partnerships with parents are strong. The childminder maintains a daily exchange of information regarding children's care and developmental needs, to ensure children's individual needs are met.

### Personal development, behaviour and welfare are good

The childminder maintains a safe and welcoming environment. Children behave well and the childminder ensures that they develop an understanding of expectations and of how to keep themselves and others safe. For example, as children pretend to make tea in the play kitchen, they talk about having to 'be careful' as the kettle gets hot. The childminder works with her co-childminders to provide nutritious meals and snacks. She encourages children to be healthy by supporting them to make good choices, eat well and drink water throughout the day. The childminder is aware of the importance of outdoor play on children's health. She arranges daily trips and outdoor opportunities, which help to support children's health and social skills.

### Outcomes for children are good

Children make good progress. They are keen learners who develop and practise skills to prepare them for their future learning. For example, children show emerging physical skills and coordination as they use large chalk pieces to draw on the ground outside. They show developing early writing skills as they later start to draw with more precision and meaning on chalkboards. Children talk clearly about what they are drawing and enjoy sharing their achievements with the childminder.

## Setting details

<b>Unique reference number</b>	EY438739
<b>Local authority</b>	Kent
<b>Inspection number</b>	1095206
<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>	3
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	16 March 2015
<b>Telephone number</b>	

The childminder registered in 2011. She works at another childminder's home in Northfleet, Kent. The childminder operates Monday to Saturday from 7am to 6pm, for 50 weeks a year. The childminder is in receipt of funding to provide free early education for children aged three and four years.

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

