

# Childminder Report

**Inspection date**

5 June 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

- The childminder gets to know children's individual personalities well. She establishes positive relationships with them to help them develop a good sense of belonging.
- The childminder establishes positive partnerships with parents and keeps them fully involved and informed. For example, she shares children's achievements daily.
- There is good use of the local environment to extend children's learning. For instance, the children visit a wide range of places of interest, such as parks and the library.
- Children have good opportunities to challenge their physical skills. For example, they explore different ways to move as they participate in swimming weekly.
- The childminder effectively evaluates her current practice. For instance, she reflects on the day's events and how well activities engage children to learn. The childminder uses her findings to support her future activity plans to help motivate children even further.
- Children have good opportunities to develop their early mathematical skills to support their future learning, such as children confidently count as they play.

### It is not yet outstanding because:

- The childminder does not consistently encourage children to fully understand the importance of following good health and hygiene routines.
- The childminder misses some opportunities to encourage children to explore and investigate the natural world around them more regularly.

## What the setting needs to do to improve further

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

- build on children's understanding of the importance of being healthy and hygienic to extend their physical well-being even further
- extend children's opportunities to learn about the natural world around them and explore and investigate more consistently.

### Inspection activities

- The inspector had a tour of the areas of the childminder's home that children use.
- The inspector observed the childminder interacting with the children and assessed the impact this has on their learning and progress.
- The inspector sampled written documentation, such as progress reports of children and policies and procedures.
- The inspector spoke to children and the childminder at convenient times.
- The inspector reviewed evidence to ensure the suitability of the household members at the setting address.

### Inspector

Kelly Hawkins

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder liaises with other early years professionals to help provide children with a good consistent approach to their shared care and learning experiences. For example, she regularly shares children's progress summaries with other settings that they also attend. The childminder regularly shares activity ideas with other childminders, and this helps her to introduce new learning experiences for children and help keep them interested to learn. The childminder is keen to develop her skills even further and keep her knowledge up to date. She attends regular training that she finds beneficial to help develop her practice. For instance, she has learnt about how to monitor children's progress effectively. Safeguarding is effective. The childminder has a good knowledge of the safeguarding procedures to follow to help protect children's safety and welfare. This includes knowing who to contact to raise and follow up any concerns. Children learn how to keep themselves safe. For example, they learn how to cross the road safely.

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

The childminder closely monitors the progress of individual children. This enables her to promptly identify any gaps in their development. She provides good support to help children catch up in their learning quickly. The childminder effectively helps prepare children for their eventual move on to school. For example, they independently choose their own play and find their own belongings. The childminder skilfully builds on children's interests. For instance, children who enjoy reading a story about animals, go on to visit the farm to see similar animals in reality from their favourite book.

### Personal development, behaviour and welfare are good

The childminder is a positive role model. Children are polite and behave well. The childminder supports children to develop good communication and language skills. For example, she asks older children thought provoking questions and gives them time to respond. The childminder uses a good range of tones of voices to interact with younger children and they respond positively to them. Children develop a good understanding for other people's similarities and differences in the wider world. For example, they learn about traditional events of other countries, such as Ramadan.

### Outcomes for children are good

Children of all ages make good progress in relation to their individual starting points. They gain good skills to support their future learning. Younger children enjoy a wide range of reading materials and older children recognise simple words. Children develop good early writing skills and give meaning to the marks they make as they paint. Children learn the importance of respecting other living things. For instance, they enjoy having an active role in fondly caring for and walking the childminder's dog.

## Setting details

<b>Unique reference number</b>	EY497845
<b>Local authority</b>	Kent
<b>Inspection number</b>	1040240
<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>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2016 and lives in Dartford, Kent. The childminder operates all year round from 6.30am until 6.30pm, Monday to Friday.

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

