

# Childminder report

<b>Inspection date</b>	27 September 2018
Previous inspection date	13 July 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 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

### The provision is good

- Children develop a strong bond with the childminder and settle quickly and comfortably in her care. The childminder is caring and attentive. She supports children's emotional well-being effectively. Parents comment that the childminder is 'kind and supportive'.
- The qualified childminder has a good understanding of how children learn. She tailors her interactions to meet children's individual abilities and interests. This helps them develop their imaginations and ideas. Children are curious and enthusiastic learners who develop good skills to support their future learning.
- The childminder is committed to providing the best service she can for children and their families. She welcomes feedback from parents and children to help her evaluate her practice and make changes to ensure that all children are fully supported.
- Children are learning to become confident communicators. The childminder consistently uses simple techniques, such as repeating and extending children's words. This helps them develop key language skills at an early age.

### It is not yet outstanding because:

- The sharing of information with other settings that children attend is not yet fully effective in promoting a consistent approach to children's learning experiences.
- The childminder does not always provide children with a wide range of opportunities to enable them to access and explore technology.

## What the setting needs to do to improve further

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

- strengthen information sharing with other settings that children attend to further support consistency in their learning and promote even higher levels of progress.
- offer more opportunities for children to develop their understanding and use of technology.

### Inspection activities

- The inspector viewed the areas of the premises used for childminding.
- The inspector looked at a range of documentation, including the daily register and children's learning and assessment records.
- 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 spoke with the childminder at appropriate times throughout the inspection.

**Inspector**  
Amanda Vidler

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder knows the children and their families well. She has a good understanding of her role and the procedures to follow in regards to safeguarding. The childminder has a clear knowledge of areas which may cause her concern, such as children not behaving as they would normally. She is confident to follow relevant processes to record and report these concerns if required. The childminder attends regular courses which help her implement positive changes to practice. For example, the childminder used knowledge gained from training and guidance from other professionals to review how she assesses children's progress. She now successfully reflects more on what children can already do to help her consider and plan experiences to further extend their learning. The childminder talks to parents on a daily basis. This helps to keep them updated on their child's daily activities and achievements. They work together to ensure children's care and learning needs are effectively supported.

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

The childminder makes regular assessments of children's achievements and she swiftly recognises and targets any gaps in their development. Teaching is good. Children benefit from the childminder's enthusiastic involvement in their play. She provides a good range of experiences to enable children to explore their own ideas. For example, the childminder extends children's curiosity as they explore craft materials. She introduces simple questions to encourage children to describe what they have found. Children use their strong language skills to name items, such as 'a piece of paper'. They show a good understanding as they use relevant colour names to describe the colour of stickers and paper. Children use developing physical skills as they take time to peel stickers from paper and they enthusiastically invite others to join in their play.

### Personal development, behaviour and welfare are good

The childminder is a good role model; she is polite and respectful. Children behave well, they consistently use simple manners, such as saying 'please' without being reminded. Children's good health is promoted and they enjoy daily outdoor experiences. They develop an understanding of healthy foods. For example, children plant and grow a wide variety of healthy fruit and vegetables. They try new things and ask the childminder for their favourite fruits at snack time. The childminder ensures that children develop a clear understanding of how to keep themselves and others safe. For example, the childminder talks to children about how she is using a sharp knife to cut an apple. Young children share their understanding with others by relaying, 'It is a sharp knife, careful'.

### Outcomes for children are good

Children make good progress from their starting points. They develop lifelong skills, such as managing aspects of personal care. For example, when the childminder asks young children if they would like a snack, they independently go to the bathroom. Children start to wash their own hands well and they talk about having to use soap. These skills help children to confidently move on to their next stage of learning.

## Setting details

<b>Unique reference number</b>	EY391975
<b>Local authority</b>	Kent
<b>Inspection number</b>	10063797
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 9
<b>Total number of places</b>	5
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	13 July 2015

The childminder registered in 2009 and lives in Sittingbourne, Kent. She operates all year round from 7am to 5.30pm, Monday to Friday, except family holidays. The childminder holds an appropriate childcare qualification at level 3. She provides funded 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.ofsted.gov.uk](http://www.ofsted.gov.uk). 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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, 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 monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

