

# Childminder report

<b>Inspection date</b>	10 October 2018
Previous inspection date	22 July 2016

<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

- The childminder gets to know children and their individual personalities well. This helps children settle quickly, confidently and happily into their play.
- The childminder establishes positive relationships with parents. For example, they share children's achievements daily and parents regularly add to children's learning records.
- The childminder effectively supports children to develop good communication skills. For instance, she sensitively reinforces the correct pronunciation of words.
- Children have positive opportunities to gain skills that support their future learning. They develop good mathematical skills, for instance, they confidently count as they play.
- The childminder effectively evaluates her practice. For example, she regularly invites other childminders to observe her interact with children and welcomes and uses their helpful advice. She uses the feedback to help support her future activity plans and performance. This helps the childminder to keep children motivated to learn.
- There is good use of the local environment to help extend children's learning opportunities. For instance, children go on regular walks to explore nature, such as collecting leaves.

### It is not yet outstanding because:

- The childminder does not make the most out of opportunities to encourage children to express themselves freely and be more creative.
- The childminder misses some opportunities to extend children's understanding and respect for other people's similarities and differences from around the world.

## What the setting needs to do to improve further

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

- extend children's opportunities to express themselves freely and develop their creative skills more consistently
- build even further on children's respect and understanding of other people's similarities and differences outside of their own communities and beliefs.

### Inspection activities

- The inspector observed the interactions between the childminder and children.
- The inspector viewed the indoor and outdoor environments.
- The inspector looked at the written documentation, including a sample of the policies and procedures.
- The inspector spoke to the childminder, children and parents, and considered their views.

**Inspector**  
Kelly Hawkins

## Inspection findings

### Effectiveness of leadership and management is good

The childminder ensures that she keeps up to date with new ideas and is keen to build on her skills and knowledge even further. For example, she regularly carries out independent reading and research to learn about early years updates. The childminder establishes positive partnerships with other early years professionals. For example, she regularly visits other settings where children also attend to share children's achievements. This helps provide children with a good consistent approach to their shared care and learning experiences. Safeguarding is effective. The childminder has a good knowledge of the safeguarding and child protection procedures to follow. This includes knowing how to raise and follow up concerns and whom to contact to seek additional advice. The childminder helps protect children's safety and welfare.

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

The childminder closely monitors children's individual progress. This enables her to identify any gaps in their development quickly. She provides children with good support to help them close any gaps and quickly catch up in their learning. The childminder effectively helps prepare children for their eventual move to school. They gain good early writing skills. For example, children trace over simple words, such as animal names, to form recognisable letters and they write their name with confidence. The childminder skilfully builds on children's interests. For example, children who enjoy reading a book about ducks, go on to sing songs about them and enjoy a visit to the pond to feed the ducks.

### Personal development, behaviour and welfare are good

The childminder is a positive role model, and children are polite and behave well. Children develop good social skills and learn to play happily together, share and take turns with resources. For instance, the childminder takes children who are minded alone to other childminders and groups daily to develop their confidence in larger groups. Children gain good physical skills. For example, they negotiate larger climbing and balancing equipment at the park daily. Children develop a good understanding of the importance of healthy eating. They enjoy going to choose, purchase and then prepare a wide range of fruit and vegetables for their snacks.

### Outcomes for children are good

All children make good progress in relation to their individual starting points. Children develop good early reading skills to support their future learning. For instance, they recognise some letters and simple words with confidence. Children enjoy a wide range of reading materials and bring their favourite stories alive with visual props, such as puppets. Children are independent and confidently make choices about their play.

## Setting details

<b>Unique reference number</b>	103379
<b>Local authority</b>	Kent
<b>Inspection number</b>	10063843
<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>	3 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	22 July 2016

The childminder registered in 1990. She lives in Walderslade, in Medway, Kent. The childminder cares for children Monday to Friday from 7am to 6pm, all year round.

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)

