

# Childminder report

<b>Inspection date</b>	23 May 2019
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 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 individual children's personalities well. Children have a good sense of belonging and positive levels of well-being and self-esteem.
- The childminder establishes positive partnerships with parents and keeps them fully involved in their children's learning. For instance, she encourages them to add to their children's progress records and share their achievements from home regularly.
- The childminder closely monitors and tracks children's individual progress. This enables her to highlight any gaps in their development promptly. She provides children with good support to help them catch up in their learning quickly. All children, including those who speak English as an additional language, make good progress.
- Children have good opportunities to develop their creative skills. For example, they explore different materials to make patterns and artwork, such as paint and charcoal.
- The childminder effectively evaluates her practice. She reviews the day's events and shares ideas and tips with other childminders. She uses her findings to support her future activity plans and help keep children motivated to learn.
- Children have good opportunities to develop their skills in order to support their future learning. For instance, they confidently recognise letters during flash card games.
- The childminder does not consistently extend children's skills and interest to explore and investigate the natural world.
- The childminder does not always organise resources effectively to ensure that they are easily accessible for all children to choose their own play more independently.

## 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 opportunities to explore and investigate the natural world more extensively
- review the organisation of the equipment and resources to enable all children to make more independent choices about their play.

### Inspection activities

- The inspector viewed the areas of the childminder's home that children use.
- The inspector observed the childminder interacting with children.
- The inspector sampled written documentation, such as children's progress reports and policies and procedures.
- The inspector spoke to children and the childminder at convenient times.

**Inspector**  
Kelly Hawkins

## Inspection findings

### Effectiveness of leadership and management is good

The childminder establishes positive partnerships and communicates regularly with other early years professionals. For example, she shares children's achievements with staff at settings they also attend. This helps provide children with a good, consistent approach to their shared care and learning experiences. The childminder is proactive at keeping up to date with new early years information and is keen to build on her knowledge even further. She attends a good range of beneficial training and seminars. For instance, she has learned about the ways to help children develop their reading skills to support their future learning. Safeguarding is effective. The childminder has a good knowledge of the safeguarding and child protection procedures to follow to help keep children safe and protect their welfare. This includes knowing who to contact to seek advice regarding any concerns. The childminder helps children to remain safe. She completes thorough risk assessments that cover all aspects of her practice. Children follow the rules of the setting, such as 'no running inside', and know what is expected of them.

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

The childminder helps children to prepare for their eventual move to school well. For example, children confidently count as they play and enjoy singing number songs. The childminder builds on children's interests and ideas well. For example, children who enjoy playing with cars go on to learn about and experience different modes of transport, such as catching a bus to the train station to experience a journey on a train. The childminder supports children to develop good speaking and listening skills. For instance, she reinforces the correct pronunciation of words and skilfully builds on their sentences.

### Personal development, behaviour and welfare are good

Children are polite and behave well. Children develop good social skills and build meaningful friendships. For example, they play happily together and help each other complete tasks. Children gain good physical skills. For instance, they explore larger climbing and balancing equipment during regular trips to the park. Children develop a good understanding of the importance of healthy eating. For example, they help to prepare healthy snacks and enjoy cooking activities, such as making fruit kebabs. Children gain a good understanding of other people's similarities and differences. For instance, they learn simple words such as 'hello' in other language, like Afrikaans.

### Outcomes for children are good

All children make good progress in relation to their individual starting points and develop good skills to support their future learning. Children develop good hand-to-eye coordination to support their early writing skills. For instance, they enjoy activities such as threading cotton reels onto pipe cleaners. Older children write their name with confidence. Children are kind and caring and are excited to see and enjoy looking after the pet rabbit, 'Barlow'.

## Setting details

<b>Unique reference number</b>	EY547030
<b>Local authority</b>	Kent
<b>Inspection number</b>	10106955
<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 - 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	Not applicable

The childminder registered in 2017 and lives in West Malling, Kent. She operates Monday to Thursday from 7.30am until 6pm, all year round. The childminder holds qualified teacher status.

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)

