

# Childminder report

<b>Inspection date</b>	4 July 2019
Previous inspection date	27 May 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Good	<b>2</b> 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

### This provision is good

- The childminder has a sound knowledge of how to use her ongoing observations to help her assess and plan for children's learning. She focuses well on the prime areas of learning for younger children. Children make good progress from their starting points.
- The childminder encourages children to learn about aspects of the wider world in which they live. For example, she takes children out on plenty of interesting outings where they meet new people and learn about the similarities and differences between themselves and others.
- The childminder encourages children to manage some tasks for themselves to help enhance their emerging independence and personal skills, such as watering the plants.
- The childminder does not maintain an accurate daily record of children's hours of attendance.
- Partnership with parents is not fully effective. The childminder does not collect enough information about children's starting points to plan for their settling in.
- The childminder does not focus sharply enough on self-evaluation. She does not invite parents to comment on the service she provides to help her further improve.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
maintain a daily record of the names of children being cared for on the premises including their hours of attendance.	05/08/2019

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

- improve partnership with parents further to share more information about children's starting points to inform planning from the outset
- improve self-evaluation further by involving all parents and seeking their views about the service provided to help identify strengths and weaknesses.

### Inspection activities

- The inspector observed the quality of teaching and the support for children's learning indoors and outdoors.
- The inspector observed mealtimes and personal hygiene routines, including nappy-changing procedures.
- The inspector evaluated an activity with the childminder and reviewed her systems for monitoring children's progress.
- The inspector discussed the childminder's safeguarding policy and complaints procedure.
- The inspector read the childminder's self-evaluation and took account of parents' comments.

### Inspector

Jane Winnan

## Inspection findings

### Effectiveness of leadership and management is good

Risk assessment is effective. The childminder is aware of the signs of possible abuse and knows her local referral procedures to help protect children from harm. Safeguarding is effective. She attends training to help improve her practice, such as information sessions about the new inspection framework. The childminder shares with parents the activities children are engaged in, to support learning at home. The childminder does not keep a daily record of children's attendance, so it is unclear which children are attending at any given time. However, this has not had an adverse impact on children's welfare. The childminder's evaluation of her practice is not thorough enough to help keep her knowledge of the statutory requirements up to date.

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

The childminder regularly monitors children's progress and accurately identifies where children are doing well. The childminder joins in with the children's play and introduces new words to extend their vocabulary. For example, she teaches the names 'boy' and 'girl' as they play with some small-world figures. Children copy some words that they hear, and follow instructions that the childminder gives to show that they understand. For instance, they follow her to the 'learning room' in the garden to choose songs from song cards and play musical instruments.

### Personal development, behaviour and welfare are good

The childminder does not obtain information from parents about their children's development from the start. Nevertheless, she is attentive to children's care routines. Children eat healthily and sleep according to their individual needs. The childminder is kind and caring and acts as a positive role model to children. She consistently praises children for their achievements and efforts to build on their self-confidence and motivate them to learn. Children behave well. They have plenty of opportunities to be physically active. For example, they play with a wide range of resources readily accessible in the childminder's garden.

### Outcomes for children are good

Younger children explore their environment happily and make confident choices and decisions, such as what to play with. Children develop strong social skills and get along together well. For example, they take their friend's drink to them when they are thirsty. Children develop good physical skills. For example, they enjoy diving in the ball pool and jumping on a low trampoline. Children practise making marks with crayons and learn to operate simple technological toys. They gain the skills needed for the next stage in their learning.

## Setting details

<b>Unique reference number</b>	126803
<b>Local authority</b>	Kent
<b>Inspection number</b>	10106176
<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>	0 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	27 May 2015

The childminder registered in 1999. She lives in Dartford, Kent. The childminder receives funding to provide free early education for two-, three- and four-year-old children. She provides full time care from Tuesday to Friday. The childminder holds a qualification in childcare at level 3.

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)

