

Childminder Report

Inspection date

9 September 2015

Previous inspection date

12 June 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Met	
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

- Children enjoy playing with a wide range of good quality toys and resources. Activities are engaging and are based on children's individual interests. As a result, children make good progress in their learning.
- The childminder has a good awareness of possible child protection concerns. She is fully aware of the processes to follow if she has concerns about a child in her care. This allows her to effectively safeguard children's welfare.
- Children have a good understanding of how to behave as the childminder teaches them from a young age about what is expected of them. They learn how to take turns and care for each other, which helps them to build respect for each other and develop friendships.
- The childminder effectively organises the environment to allow children to explore independently. Children are happy and motivated learners, and the childminder supports their play and learning well.
- Children have regular opportunities to develop their social skills as they interact with other children, for example, as they visit playgroups and attend dance sessions.

It is not yet outstanding because:

- The childminder works in partnerships with parents and other agencies to support children's care and learning. However, she has not fully established effective ways to share information about children's development with the other early years settings children attend, to extend their learning further.
- The childminder does not always make the most of opportunities to extend young children's early communication skills, such as by repeating words to them during play activities.

What the setting needs to do to improve further

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

- extend partnerships with other early years settings to help provide continuity for children's learning and development
- make the most of all opportunities to repeat words and share new words with young children to extend further their developing communication and language skills.

Inspection activities

- The inspector held discussions with the childminder.
- The inspector observed children and the childminder during play activities.
- The inspector checked evidence of safeguarding knowledge, and took account of the childminder's self-evaluation and views of parents.
- The inspector sampled a range of documentation, including children's learning records, and policies and procedures.
- The inspector viewed the rooms used by children.

Inspector

Ann Murray

Inspection findings

Effectiveness of the leadership and management is good

The childminder is reflective about her practice and her provision, and uses self-evaluation effectively to identify improvements. She attends training and effectively implements the knowledge she gains. For example, training relating to sign language has increased her understanding of how to better support children with hearing difficulties. The childminder completes progress checks for children between the ages of two and three years, and shares this information with parents. This assessment supports her to identify any gaps there may be in children's learning. Safeguarding is effective. The childminder has an extremely good understanding and commitment to safeguarding children. She routinely and precisely undertakes risk assessments of her home and garden, and for any outings children participate in. This allows her to provide a safe environment for children.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of how to encourage and promote children's learning. She carefully assesses children's progress and plans for their next developmental steps. The childminder supports children's learning experiences effectively, meaning children enthusiastically join in with activities. For example, they enjoyed participating in craft activities, where they made paper faces depicting happiness and sadness. The childminder uses these activities to strengthen children's understanding of their feelings. For instance, they talk about experiences that make them feel happy or sad. The childminder communicates well with parents and involves them in their children's learning. She shares children's progress with parents to keep them well-informed. This helps parents understanding about ways to support their children's learning at home.

Personal development, behaviour and welfare are good

Children enter the childminder's home happily and settle well in their chosen play. This is because the childminder builds strong bonds with children, which allow them to feel safe and secure. Effective settling-in procedures allow the childminder to be fully aware of children's individual needs and interests. Consequently, she has the knowledge to motivate and engage children in their learning. The childminder supports children's understanding of respect for each other. For example, they share toys together and happily involve each other in their play. The childminder ensures children's dietary needs are met and they confidently make their own choices at snack time. Children play in the garden and in the local park, and enjoy fresh air and regular exercise. This helps reinforce their awareness of healthy lifestyles. Children learn how to keep safe. For example, they participate in regular emergency evacuations and talk about road safety issues.

Outcomes for children are good

All children make good progress in their learning as a result of the effective teaching approaches used by the childminder. Children are developing their independence skills well. For example, they confidently put on their shoes and access their own drinks. Their creative skills are supported as they engage in role play, talking to the childminder as they

participate. As a result, children are well prepared for their move on to nursery and school.

Setting details

Unique reference number	EY391013
Local authority	Kent
Inspection number	899295
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	12 June 2012
Telephone number	

The childminder registered in 2009. She lives in Swanley, Kent. The childminder has an appropriate childcare qualification. She operates her service every weekday for most of the year, including during school holidays.

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