

# Childminder Report

**Inspection date**

9 September 2015

Previous inspection date

22 March 2011

<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 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

- The childminder maintains effective communication and partnerships with parents. Parents are fully included and informed of their children's progress and development.
- The childminder uses effective strategies to embed clear rules and boundaries. Consequently, children know what is expected of them. They are polite, behave well and respect each other.
- The childminder prioritises safeguarding and children's welfare. She has a good knowledge of the safeguarding policies and the procedures to follow should any concerns arise. The children are kept safe in her care.
- The childminder provides a variety of motivating activities to engage children in their learning. She uses the local community and environment effectively to interest children. As a result, all children enjoy learning through play and make good progress in their development.
- The childminder is committed to improvement in order to provide high quality care and learning opportunities for all children.
- The childminder constantly encourages children to develop mathematical language through play. This supports them well for their future learning.

### It is not yet outstanding because:

- The childminder does not fully promote children's early letter recognition and writing skills throughout their play, to develop their literacy skills.
- The childminder does not always provide opportunities for children to develop their knowledge and understanding of differences within the wider community.

## What the setting needs to do to improve further

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

- extend opportunities for children to develop early letter recognition and writing skills
- give children more opportunities to learn about differences of people in the wider community to develop their knowledge and understanding of the world.

### Inspection activities

- The inspector viewed the areas of the home that children use.
- The inspector observed the childminder interacting with the children.
- The inspector sampled written documentation, including children's progress reports, policies and procedures.
- The inspector spoke to children and the childminder, and gathered the views of parents.

### Inspector

Kelly Hawkins

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder is knowledgeable and experienced. She understands the Early Years Foundation Stage requirements well and implements these into her everyday practice, to support and engage all children. She works closely with toddler groups and other childminders to share ideas, and uses these to provide interesting and engaging opportunities for children. She has detailed information about children's individual progress and development, which she shares with parents regularly. Safeguarding is effective. The childminder gives high priority to safeguarding, including detailed policies and procedures to ensure that children remain safe. The childminder ensures that there is a consistency of care with regards to children's learning and development. She continues to make positive changes, as seen in developments made since the last inspection. For example, she now plans individually for children's next steps in learning.

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

The childminder extends children's learning and development effectively because she knows the children's abilities and learning preferences. She monitors children's progress accurately and identifies when children have emerging gaps in their development so that she can offer individual support. Children develop good listening and speaking skills. The childminder interacts consistently in their play, using positive language. She ensures children hear words pronounced correctly and uses thought-provoking questions so children have time to think and respond. Children's physical well-being develops as they negotiate balancing and climbing equipment, and independently follow well-embedded health and hygiene routines.

### Personal development, behaviour and welfare are good

Children confidently play and explore and settle well. The childminder has good relationships with the children and understands their individual needs and routines. As a result, children feel safe and secure and have a good sense of belonging. The childminder has effective links with schools. She shares information about children's development. The childminder is a good role model and, as a result, children behave well and show each other kindness. Children learn to respect each other. For example, children offer younger children hugs of reassurance.

### Outcomes for children are good

All children make good progress. Children learn to be independent, and actively use mathematical language and concepts during play, which helps them to have the skills they need to be ready for future learning. Children are well prepared for their move to school.

## Setting details

<b>Unique reference number</b>	510753
<b>Local authority</b>	Kent
<b>Inspection number</b>	836940
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	22 March 2011
<b>Telephone number</b>	

The childminder registered in 1999. She lives in Aylesford, Kent. The childminder cares for children Monday to Thursday from 7am to 6pm. The childminder also picks up and drops off children at the local school. The childminder holds an appropriate early years qualification.

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