

# Childminder Report

<b>Inspection date</b>	18 September 2015
Previous inspection date	15 February 2012

<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

- Children show enthusiasm for their play and learning, which helps them engage in activities effectively. The childminder provides a broad range of resources that cover all areas of learning for children to explore in a safe, welcoming environment. She is knowledgeable about children's learning needs and adapts activities to help all children make good progress from their starting points.
- Children are settled and happy. The childminder is affectionate and caring with the children. As a result, children develop secure attachments with the childminder and benefit from her encouragement and praise. The childminder has a good understanding of children's individual interests and capabilities. This enables her to respond swiftly to their changing needs.
- The childminder is a good role model to children. She teaches children to share, be kind and respectful, and to begin to understand the feelings of others. Consequently, children develop good social skills, tolerance and positive friendships with each other.
- Parents benefit from strong working partnerships with the childminder. The childminder works closely with parents and professionals to meet children's changing needs. As a result, she implements effective strategies to support children's continued progress, well-being and preparation for their next stage in learning.

### It is not yet outstanding because:

- The childminder has not considered all possible ways to extend children's communication with others further, particularly for children whose speech is at an early stage of development.
- Children's awareness of other people's similarities and differences is not always fully explored beyond their daily experiences to further extend their knowledge of the world around them.

## What the setting needs to do to improve further

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

- continue to strengthen ways to help children to communicate with others, particularly for children who find it more difficult to express themselves using words
- extend opportunities further for children to explore and celebrate similarities and differences in the wider community to help them learn about other people.

### Inspection activities

- The inspector observed the quality of the childminder's teaching and interactions with children during play and activities.
- The inspector carried out a joint observation with the childminder.
- The inspector spoke with the childminder and the children at appropriate times during the inspection.
- The inspector sampled documentation, including children's learning records, policies and procedures.
- The inspector read written feedback from parents and took account of their views.

### Inspector

Anna Kersley

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder implements effective policies and procedures to ensure that children receive quality care and learning opportunities. Safeguarding is effective. The childminder ensures that any visitors to her premises are supervised and adults living or working at her home complete the required suitability checks. She has a very good understanding of how to identify potential risks to children and what action to take if she has concerns about their welfare. The childminder reflects on her practice well to identify areas for development, such as additional resources. She completes training and researches information to keep her knowledge current. As a result, the childminder continues to make improvements to her provision and raise standards for children.

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

The quality of teaching is good and the childminder provides enthusiastic interactions with children, which helps encourage their learning. She knows the children well and carefully plans for their progress. The childminder has an effective understanding of how children learn and is sensitive to their varying capabilities. This helps her to support each child's learning so that they make the best possible progress. Children benefit from opportunities to follow their own preferences and interests, which encourages their independence. The childminder supports children's thinking skills well, such as with careful questioning. She recognises children's changing levels of engagement during activities and skilfully adapts these so that children continue their learning. For example, the childminder changes the resources to reflect children's interests, such as using animal pictures.

### Personal development, behaviour and welfare are good

Children feel secure in the childminder's care. This helps to promote children's confidence and self-esteem as they are familiar with the daily routines and adults who care for them. The childminder supports children effectively as they prepare to move to other settings, which helps them feel confident as these changes take place. She encourages children to eat healthy meals and snacks, and they talk about food which is good for them. This promotes their well-being. Children enjoy outdoor play and have daily opportunities to be physically active, for example, they play in the garden and visit local parks. The childminder uses these experiences to teach children about how to recognise possible risks and keep themselves safe. This helps to promote children's safety and well-being securely.

### Outcomes for children are good

All children make good progress from their starting points because the childminder recognises how to support their individual learning needs. Children's progress is closely monitored and the childminder shares information with other professionals. This helps to identify and plan for any specific support to close gaps in children's learning.

## Setting details

<b>Unique reference number</b>	EY432029
<b>Local authority</b>	Medway Towns
<b>Inspection number</b>	823748
<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>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	15 February 2012
<b>Telephone number</b>	

The childminder was registered in 2011. She lives in Gillingham, Kent and offers flexible childcare from Monday to Friday, all year round. The childminder occasionally works with another registered childminder to offer flexibility and back-up care to families. She receives early years education funding for children aged two, three and four years.

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