

# Childminder Report

<b>Inspection date</b>	23 September 2015
Previous inspection date	16 May 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 uses regular assessments of children's learning from their starting points to help her plan for their individual next steps and interests. This helps children make good progress.
- Parents are kept up to date regarding their children's learning. They have regular opportunities to share information about their children's progress at home. This provides a consistent approach to development and care.
- The childminder provides a safe and welcoming environment. She has a wide range of resources that children can easily choose from to make choices and plan their play.
- The childminder forms effective links with other early years settings where children attend. This fully supports continuity in their care and learning.
- Children learn about rules and boundaries as the childminder provides them with clear guidance and explanations. This helps them prepare for their move to school or nursery.
- Children learn how to keep themselves safe. For example, the childminder practises regular emergency evacuations drills with them.

### It is not yet outstanding because:

- The childminder does not always make the most of opportunities to help children learn about each other's cultures and other people's backgrounds and diversity.
- On occasions, the childminder misses opportunities to use children's interests to promote exploration and engagement, for example, in sensory experiences.

## What the setting needs to do to improve further

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

- increase opportunities for children to learn about, value and develop an understanding of their own and other cultures to strengthen their understanding of the people around them and diversity
- improve opportunities for children to explore and engage in activities that make the most of their interests.

### Inspection activities

- 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 the childminder at appropriate times during the inspection.
- The inspector viewed the areas of the home that children use.

### Inspector

Sarah Stephens

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder monitors children's development effectively. This helps her identify any development gaps early and provide the appropriate support. Safeguarding is effective. The childminder has taken active steps to keep her safeguarding knowledge up to date with current legislation. She knows the signs and symptoms that cause concerns about children's welfare and the procedures to follow. This helps keep children safe from harm. The childminder seeks the views of parents, children and other providers to help evaluate her practice well. This provides better outcomes for children. The childminder attends regular training courses to update her knowledge and skills. She uses the information to make changes to her practice; for example, considering alternative ways to help children learn about behaviour expectations.

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

The quality of teaching is consistently strong. The childminder knows her individual children well. She understands the different ways children learn and how to promote their learning and development. The childminder sensitively supports children as they play and responds to their emerging interests. This helps motivate them in their learning. She builds their communication and language development. For example, she clearly names the items that young children are playing with, so they repeat back and start to use their early words. She introduces mathematical language during activities, such as 'big' and 'small'. Parents' comments reflect they are very pleased with their children's learning and care.

### Personal development, behaviour and welfare are good

Children form secure bonds and emotional attachments with the childminder. As a result, they confidently explore their surroundings and interact well with each other. This shows they feel safe and secure at the setting. This supports their physical and emotional well-being. Children learn the independence skills they need to start school or nursery, such as putting on their own coat and shoes. The childminder provides good praise and encouragement to help children build confidence and a positive view of themselves. Children learn about healthy lifestyles. For example, the childminder provides nutritious options at mealtimes and daily opportunities to be physically active.

### Outcomes for children are good

Children progress well. They quickly learn how things work by following the childminder's instructions and trying for themselves. Children start to make connections in their learning. For example, they turn on a switch then look at the light. This helps them develop their creative and thinking skills, which are important for their future development.

## Setting details

<b>Unique reference number</b>	126404
<b>Local authority</b>	Kent
<b>Inspection number</b>	846285
<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>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	16 May 2011
<b>Telephone number</b>	

The childminder registered in 1997 and lives in Sheerness, Kent. Her service's opening hours are from 7.30am to 6pm, Monday to Friday, all year round.

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