

Childminder Report

Inspection date

30 September 2015

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 attends training and actively builds on her knowledge to improve the outcomes for children. Training reflects the childminder's and children's needs and has a positive effect. For example, the childminder participated in training about language development. She uses this knowledge with great success to support children to make progress in their communication skills.
- Children's mathematical knowledge is excellent. This is because the childminder promotes mathematical understanding as children play and is quick to expand on their interests. For example, when children show interest in a number chart, the childminder builds on this by encouraging them to match numbers to objects and then to continue this with toys.
- Children have a strong relationship with the childminder. Feeling safe and secure helps children to explore the environment and be confident learners.
- The childminder is quick to observe where children require further support. This results in the childminder planning activities that promote learning, children making good progress and the closing of any developmental gaps.

It is not yet outstanding because:

- The childminder has a good knowledge of her strengths and the good outcomes she provides for children. However, she does not use the evaluations of her practice to always make plans for further improvement.
- The childminder does not fully support children to further develop their understanding of how to look after themselves and build on healthy routines. For example, she does not always help children develop their hand-washing skills as she prefers to offer wet wipes.

What the setting needs to do to improve further

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

- make better use of information gathered from self-evaluation to take action to improve outcomes for children
- help children to extend their understanding of good hygiene practices in support of a healthy lifestyle.

Inspection activities

- The inspector observed activities indoors.
- The inspector had discussions with the childminder and children.
- The inspector took into account the views of parents and carers.
- The inspector undertook a joint observation with the childminder.
- The inspector sampled a range of documentation including children's records and safeguarding procedures.

Inspector

Karen Scott

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder participates in training to ensure that her knowledge is up to date. This helps her to feel confident in her ability to safeguard children. Children develop an understanding of safety as the childminder gives them clear guidance. For example, when children leave toys on the floor, the childminder helps them to understand the potential tripping hazard. The childminder monitors children's learning and development to see where there may be any weaknesses. Children participate in activities that promote learning in all areas.

Quality of teaching, learning and assessment is good

The childminder has high expectations of children and sets them challenges that they respond positively to. Children make choices about what they play with and the childminder is skilled at knowing when to stand back and when to offer support to extend experiences and learning. Children play alongside the childminder and enjoy positive interaction, learning from her. For example, when constructing, children observe the childminder and mimic initially what she does before adding further to their buildings. The childminder knows children well. For example, she understands their current interests and how they play. This enables her to offer appropriate play and to support children to make good progress from their starting points. Parents and carers share in their children's development, continuing learning at home.

Personal development, behaviour and welfare are good

The childminder works closely with parents and carers to ensure that she meets children's needs and follows their routines. Parents and carers are particularly pleased about how well their children settle with the childminder. She uses a variety of ways to enable this, for example, she visits children in their own homes before caring for them and displays photographs of family members at her home. The childminder agrees successful strategies with parents and carers to manage behaviour, resulting in children having clear messages about how to behave. The childminder helps children to understand the importance of fresh air, exercise and a good diet to a healthy lifestyle.

Outcomes for children are good

Children are active learners who receive time and space to explore and investigate as they play. This helps them to be confident children who concentrate at activities, expanding on their own learning. Children follow instructions well and are polite due to clear input from the childminder who models good manners. In preparation for attending early years settings, the childminder helps children to develop social skills and to feel confident in the company of others.

Setting details

Unique reference number	EY416291
Local authority	Medway Towns
Inspection number	1012088
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2010. She lives in Strood, Kent. The childminder has a relevant qualification at level 3. Childcare is offered from 8am to 6pm, five days a week, all year round. The setting receives funding for the provision of free early education for children aged three and four years.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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