

Childminder Report

Inspection date

1 October 2015

Previous inspection date

24 March 2011

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | 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 the information she gains from observations and assessments to plan for children's individual needs and interests. This helps them make good progress in their learning.
- The childminder promotes children's physical well-being and provides opportunities for them to learn about the environment around them.
- Partnerships with parents are good. Parents comment that they are very happy with the home-from-home service that the childminder provides. There is a regular exchange of information to support consistency in children's learning and care.
- The childminder teaches children about safety in different situations; therefore, children learn how to behave in safe ways in the home and on outings.
- The childminder has thorough risk assessments in place to identify and minimise any hazards. This means she helps children to play safely in their environment.

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. This means she does not consistently promote their awareness of diversity.
- The childminder has not fully established partnerships with all other providers where children attend other settings. This slightly reduces opportunities to promote children's care and learning.

What the setting needs to do to improve further

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

- strengthen links with providers of all other settings that children attend, to provide consistency in children's learning and care
- increase opportunities for children to learn about and value other cultures, to strengthen their understanding of the people around them and diversity.

Inspection activities

- The inspector spoke to the childminder and children at various times throughout the inspection.
- The inspector observed children engaged in activities.
- The inspector viewed a range of documentation, including suitability checks and policies and procedures.
- The inspector spoke to parents to gain their views about the service.

Inspector

Sarah Stephens

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a secure understanding of child protection issues and the procedures to follow with any concerns about a child's welfare. She takes proactive steps to improve her understanding and keep up to date with current legislation. This helps keep children safe from harm. She monitors children's development and shares the information with parents. This helps her identify any gaps in children's learning early and put the appropriate support in place. The childminder networks with other professionals to improve her knowledge and skills. For example, she gained new ideas and resources to further extend children's early reading skills as they were exceeding expectations. The childminder listens to the views of parents and children to help evaluate her service well. This provides better outcomes for children.

Quality of teaching, learning and assessment is good

The quality of teaching is consistently good. The childminder gains information from parents when children first start. She uses the information well to provide opportunities that interest and challenge children in their learning. As a result, children show good levels of concentration in activities. She uses appropriate questions to suit each child's individual stage of development and gives them opportunities to make their own choices. This helps them learn their opinions are important and valued so they build a positive view of themselves. The childminder reshapes activities and introduces different resources to increase children's learning. For example, she used soft toys and dolls during a reading activity which encouraged the children to count.

Personal development, behaviour and welfare are good

The childminder provides a safe and welcoming environment. Children settle well and enjoy their time at the setting. This shows they form positive relationships and strong emotional attachments with the childminder. Children talk with the childminder about their family lives outside of the setting. This helps them form a good sense of belonging. The childminder gives clear explanations and guidance to children about acceptable behaviour. For example, she reminds them about sharing and why younger children may act differently. This helps them learn to play well together. Children learn good skills, such as putting on their own shoes and managing their own personal needs.

Outcomes for children are good

Children progress well. They confidently initiate discussions and talk about their experiences at home as they develop good communication and language skills. Children start to recognise numbers in print which helps them progress in their early mathematical development. Therefore, they are well prepared for their move to nursery or school.

Setting details

| | |
|------------------------------------|---------------|
| Unique reference number | 125144 |
| Local authority | Kent |
| Inspection number | 846272 |
| 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 | 24 March 2011 |
| Telephone number | |

The childminder registered in 1989 and lives in Otford, Kent. She offers care all day, Monday to Friday, all year round.

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