

Childminder Report

Inspection date

5 October 2015

Previous inspection date

28 November 2012

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 engages parents well to support children's learning through newsletters, bulletins, emails, regular progress reports, and a welcoming entrance area that is full of useful information about themes, topics and activities.
- Children gain confidence because the childminder plans activities that meet their personal, social and emotional needs. The childminder nurtures children's friendships with each other and teaches them to take turns and listen to each other. Children develop positive attitudes towards others.
- The childminder carefully plans a structured day for the children and incorporates a range of valuable learning opportunities for children both inside and outside. As a result, children are confident and happy, and eager to learn and try new things.
- The childminder has high expectations of children and strives to remove barriers to learning by involving them in decision making and encouraging independence and tolerance. She teaches them about diversity through a range of resources, books and activities. Therefore, children are kind and caring towards each other; they behave well and have strong bonds with the childminder.

It is not yet outstanding because:

- On a small number of occasions, some activities are not always planned sufficiently well to take account of children's individual developmental needs.

What the setting needs to do to improve further

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

- make sure that all planned activities are organised effectively to address each child's developmental needs.

Inspection activities

- The inspection was carried out following a risk assessment conducted by Ofsted.
- The inspector observed activities and the childminder's interaction with children in the indoor and outdoor environment.
- The inspector held discussions with the childminder throughout the visit.
- The inspector looked at samples of planning and assessment records and a range of other documents.
- The inspector took account of the views of a grandparent spoken to on the day of the inspection and looked at feedback records to consider parents' views.

Inspector

Jennifer Gee

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding children are effective. The childminder implements and understands statutory requirements, which means children are safe.

The childminder makes changes to her practice as she constantly listens to children. For example, to help children be ready for starting school, she introduced changes to her daily routine to help them develop confidence and independence.

The childminder seeks the views of parents to help her make continual improvements. She completes training and information to strengthen her skills and knowledge; for example, as a result of training, she has a good understanding of how to ensure children are safe.

Quality of teaching, learning and assessment is good

Children concentrate for long periods of time during planned activities. The childminder supports their thinking and extends their language well by asking questions about what they are doing, or what will happen. For example, during an ice melting activity, she asks them, 'what makes ice melt?' This encourages children to think in detail and helps them to prepare for their next stage of learning. The childminder also describes what is happening with words, such as 'empty' and 'full', extending their understanding of mathematical language.

Personal development, behaviour and welfare are good

Children are happy and confident. They behave well, play well alongside each other and have a good understanding of the childminder's expectations; she regularly praises and encourages their actions. Children learn to take responsibility for their belongings and to be independent. For example, they hang their coats on the coat peg and use the toilet independently. The childminder provides opportunities for children to share ideas and thoughts. For example, the children participate in 'show and tell'. Therefore, children become experienced in social situations and they are emotionally ready for their move to school. Children feel secure and happy in the childminder's care and they have strong bonds with her; this is clear by the settled and focused manner in which they play.

Outcomes for children are good

Children make good progress from their starting points and the childminder is working well with the children to prepare them for school and other transitions.

The childminder shares details with parents and other professionals so that children are able to continue their learning at home or at other settings.

Setting details

Unique reference number	EY444566
Local authority	Kent
Inspection number	1022470
Type of provision	Childminder
Day care type	Childminder
Age range of children	4 - 0
Total number of places	4
Number of children on roll	4
Name of provider	
Date of previous inspection	28 November 2012
Telephone number	

The childminder was registered in 2012. She lives in a residential area of Folkestone, Kent. She offers care Monday to Friday, from 7.30am to 5.30pm, all year round. The childminder holds NVQ at level 3 in childcare and education. The childminder receives free early education funding for children aged three and four years old.

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