

Childminder Report

Inspection date

8 October 2015

Previous inspection date

20 July 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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder has a warm, caring and calm approach. All children form strong emotional attachments with her and settle very quickly.
- The childminder and her assistant work closely together to plan interesting and challenging experiences for children. This extends children's learning and development in all areas and helps them make good progress.
- The childminder is committed to providing a good quality provision. She works closely with her assistant, parents and children to evaluate her setting and make improvements that benefit children. The childminder has addressed the recommendations from her last inspection.
- Children develop excellent physical skills and get plenty of exercise. For example, the childminder encourages them to use the plentiful resources in the garden daily and takes them on regular walks to the local park.
- The childminder builds a good relationship with parents. She works sensitively with parents and children to enable them to understand her routines. Children are very happy and feel secure in her care.

It is not yet outstanding because:

- The childminder does not always make full use of information about children's home learning in her assessment of their development.
- On occasions, children do not always have opportunities to explore and solve their own problems to develop their creativity and thinking skills further.

What the setting needs to do to improve further

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

- strengthen the use of information provided by parents about their children's learning at home to help build on the effective assessment of their achievements even further
- expand opportunities for children to develop their problem solving and thinking skills to extend their learning further.

Inspection activities

- The inspector observed children participating in activities and interacting with the childminder and assistant.
- The inspector spoke with the childminder, assistant and children at appropriate times throughout the inspection.
- The inspector reviewed the children's assessment records and a selection of policies and procedures.
- The inspector carried out a joint observation with the childminder.
- The inspector discussed with the childminder about how she supports her assistant.

Inspector

Maxine Ansell

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder attends child protection training to refresh her knowledge. She ensures her assistant has a secure understanding of child protection issues and the procedure to follow should he have any concerns. The childminder keeps up to date with current practice and any changes in legislation. She ensures her assistant is kept updated to promote consistent practice. The childminder works closely with her assistant to provide effective support. For instance, her assistant fully understands his role and responsibilities and the setting's policies. The childminder regularly reviews children's progress. For example, she provides regular written reports to parents about their children's progress and planned next steps in learning. The childminder promotes children's awareness of their own safety. For example, she conducts regular fire drills to raise children's awareness of what to do in the event of an emergency.

Quality of teaching, learning and assessment is good

The quality of the teaching is good. The childminder is very successful in supporting children to be confident talkers. For example, the childminder and assistant constantly talk to the children and introduce new words as they play. The children's early reading skills are developed well. For example, when reading a book children are encouraged to follow the words, find objects in the pictures and recall part of the story. The childminder and assistant follow children's spontaneous interests well and promote their understanding of the world effectively. For example, when a younger child showed an interest in a picture of a butterfly, time was given to observing and talking about it to build on this further.

Personal development, behaviour and welfare are outstanding

The childminder has excellent strategies to encourage children's independence skills. For example, children independently access a wide range of interesting toys and resources to support their play and learning. In addition, they are encouraged to choose the fruit they would like for snack and to put on their own shoes. This helps children develop skills ready for starting school and for their future learning. The childminder encourages children to understand and value each other and people from the wider community extremely well. The childminder and her assistant are excellent role models to children and this helps them learn very positive behaviours. For instance, children are very kind and show high levels of respect to each other. They share toys and use good manners with minimal prompting.

Outcomes for children are good

All children make good progress and are well prepared for the next stage in their learning and for school. For example, children have many opportunities to develop mathematical skills as they are encouraged to count and to recognise weight, size and number in their play.

Setting details

Unique reference number	103427
Local authority	Medway Towns
Inspection number	835694
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	20 July 2011
Telephone number	

This childminder registered in 1984 and lives in Gillingham, Kent. She works with an assistant and cares for children between the hours of 7am and 7pm on weekdays for most of the year.

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