

# Childminder Report

<b>Inspection date</b>	19 October 2015
Previous inspection date	3 February 2009

<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 provides a wide range of activities to enable children to learn about the wider community and to learn where food comes from. For example, they made bread and donated food to others at a harvest celebration.
- The childminder works very closely with other settings that children attend. They have meetings to discuss children's development and make plans together to extend on children's learning. This has a positive effect on children's learning and development.
- Children independently lead their own play. The childminder is skilled at knowing when to stand back and let children lead their own play and when to become involved and extend learning further.
- Children feel safe and secure with the childminder. Children demonstrate through their play and interactions with the childminder that they are emotionally secure and confident.
- Children make good progress in their learning. The childminder knows how to observe, assess and plan for the next steps in children's learning.

### It is not yet outstanding because:

- The childminder does not always make the most of training opportunities to further extend and develop her already good teaching skills.
- At times, the childminder does not always fully encourage all parents to share their views and ideas to support her self-evaluation process.

## What the setting needs to do to improve further

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

- further develop the good quality of teaching through building on opportunities to extend knowledge and practice
- strengthen opportunities for parents to become further involved in sharing information to develop the self-evaluation process.

### Inspection activities

- The inspector observed activities indoors.
- The inspector had discussions with the childminder.
- 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 ensures that her knowledge on child protection is up to date. She is fully aware of her role in safeguarding children and takes steps to ensure that children play in a safe and secure environment. Overall, the childminder has systems in place to identify her strengths and weaknesses in order to improve her practice. She is knowledgeable as to her strengths. The childminder works alongside other professionals to support the children she cares for. She encourages parents to share written assessment records with professionals to promote consistency in the care and learning of the children.

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

The childminder knows the children that she is caring for well. She uses this knowledge and the observations that she makes to plan activities that she knows children will enjoy and extend their learning. She continuously thinks of how she can further improve the learning opportunities. For example, the childminder ensures that favourite toys are available when children arrive and then adds other resources to extend learning as children play. The childminder reviews the learning that takes place and takes action to ensure that children make progress in all areas. For example, she observed a weakness in mathematical learning and, as a result, provided more resources and developed the range of mathematical activities. This has helped children to make very good progress in this area. The childminder ensures that she regularly shares information about their children's development with the parents.

### Personal development, behaviour and welfare are good

The childminder works closely with parents and carers to ensure that children's needs and care routines are followed. This helps them to settle with the childminder. The childminder is kind and caring, and praises children for their good behaviour. Children play well together, they understand the need to take turns and show compassion towards their friends. Children have opportunities to learn how to play safely and take appropriate risks. Achievements are praised and children show pride in what they do. Children have time and space to be active learners, they explore and investigate the range of resources available. Children learn about the importance of leading healthy lifestyles. For example, they enjoy eating a wide range of healthy food at snack times and mealtimes, and have plenty of opportunities to play outside.

### Outcomes for children are good

Children are making very good progress in all areas of development. Children are very well prepared for their next steps in learning. They are confident and extremely willing learners.

## Setting details

<b>Unique reference number</b>	EY289158
<b>Local authority</b>	Kent
<b>Inspection number</b>	1022202
<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>	5
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	3 February 2009
<b>Telephone number</b>	

The childminder registered in 2004. She lives in Minster, in Sheerness. Kent. The childminder has a relevant qualification at level 3. Childcare is offered from to 6.30am to 6pm, five days a week, all year round. The childminder receives funding to provide free early education for children aged two, three and four years old.

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