

# Childminder Report

**Inspection date**

23 October 2015

Previous inspection date

15 September 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 makes thorough assessments of children's starting points and undertakes regular observations. She uses these to plan activities to support children to work towards their full potential.
- The childminder is committed to ongoing training, making good use of opportunities to extend her professional development, ensuring good outcomes for children.
- Children are confident and motivated learners. They enjoy a range of resources which encourage imagination and support language development.
- Parents and the childminder work well together to meet children's individual care routines. This helps to promote children's emotional well-being.
- The childminder provides a variety of motivating activities to engage children in their learning. Children enjoy learning through play and make good individual progress in their development.
- Children have a wide range of opportunities to explore and become aware of the differences between themselves and others. This helps them to learn how to respect and value children and adults they meet.

**It is not yet outstanding because:**

- The childminder does not always fully encourage parents to share what their children do at home to support continuity of their learning between home and the setting.
- The childminder does not always fully enable children to follow their own ideas during some planned activities.

## What the setting needs to do to improve further

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

- provide further opportunities for children to explore their own ideas during planned activities
- further strengthen the already good partnerships with parents to encourage them to regularly share their views of their children's learning.

### Inspection activities

- The inspector viewed the areas of the home that children use.
- The inspector observed the childminder interacting with the children.
- The inspector sampled written documentation, including children's progress reports, policies and procedures.
- The inspector gathered the views of the parents.
- The inspector carried out a joint observation with the childminder.

### Inspector

Anna Fisk

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good awareness of how to keep children safe. The childminder has a good knowledge of the Early Years Foundation Stage and keeps precise and regular records to assess and monitor children's development. She shares this information regularly with parents. Since her last inspection, the childminder has developed her assessment procedures to ensure children make good progress. The childminder is committed to ongoing training and uses new knowledge to support children's learning. This has a positive impact on the quality of teaching and outcomes for children.

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

The quality of teaching is good. The childminder uses the resources to provide interesting activities to engage the children well. For example, the childminder introduces new resources to extend children's experience of making marks in playdough. The childminder's home is well resourced and she is skilful in promoting new skills during imaginative play. For example, children role play shops with the childminder, who introduces new language as they play. The childminder has good relationships with parents. She provides them with daily information about their children's interests. This encourages them to continue children's learning at home. The childminder works well with other settings that children attend to promote consistency in the children's learning.

### Personal development, behaviour and welfare are good

The childminder has good relationships with the children and their families. Children explore the setting with confidence and are happy in their play. Children are encouraged to be independent and help with daily routines. For example, children are involved in getting themselves ready for sleep time and help prepare for snack time. The childminder reminds children how to keep safe; for example, how to sit safely at the table. She is a good role model and demonstrates politeness as she encourages children to share and take turns while playing alongside them. Children are emotionally supported by the childminder. This helps them to move on to their next stage of learning with confidence.

### Outcomes for children are good

Children make good progress and are well prepared for the next stage in their learning. For example, the environment allows them to make play choices and they are involved in their self-care. Children's communication and literacy skills are developing well.

## Setting details

<b>Unique reference number</b>	EY269445
<b>Local authority</b>	Kent
<b>Inspection number</b>	847147
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	21
<b>Name of provider</b>	
<b>Date of previous inspection</b>	15 September 2009
<b>Telephone number</b>	

The childminder registered in 2003. She lives in Hawkhurst, Kent. She operates her service from 7.30am to 6.30pm all year round, Monday to Friday. The childminder holds an appropriate early years qualification at level 3.

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