

# Childminder Report

<b>Inspection date</b>	22 October 2015
Previous inspection date	13 August 2012

<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 supports children's learning well. She plans a range of meaningful activities based on the children's likes and interests. She places a good emphasis on ensuring that she meets children's next developmental steps in the activities she provides.
- The childminder continually strives to improve her practice. She is committed to her professional development and uses training courses to enhance her knowledge and skills.
- Children behave well and receive lots of praise, encouragement and reassurance from the childminder for their achievements. They learn to take turns and share through play.
- Children develop strong bonds with the childminder through the gradual introduction into her home. She gathers information from parents, which enables her to effectively meet children's care needs.
- The childminder has an excellent understanding of safeguarding and the procedures to follow should she have any concerns about a child's welfare. This helps keep children safe from harm.

### It is not yet outstanding because:

- The childminder does not always extend younger children's early communication and language skills as much as possible.

## What the setting needs to do to improve further

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

- extend younger children's thinking, listening and speaking skills even further.

### Inspection activities

- The inspector looked at children's learning records, assessment documents and a selection of policies and procedures, and discussed self-evaluation.
- The inspector observed a range of play activities and spoke to the childminder at appropriate times.
- The inspector checked evidence of the qualifications and suitability of the childminder and other adult members of the household.
- The inspector took account of the written views of parents.
- The inspector viewed the rooms used by children.

### Inspector

Ann Murray

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has a good understanding of the requirements of the Early Years Foundation Stage. She continuously reflects on her practice, making good use of self-evaluation to identify areas for improvement, and is committed to improving outcomes for children. She also gathers the views of parents to help her enhance her provision. Safeguarding is effective. The childminder completes detailed risk assessments for all areas of her home and takes appropriate steps to reduce potential risks so that children play in a safe and secure environment. She has a comprehensive range of written policies and procedures, which she shares with parents to help them understand her role and responsibilities. She also works well with other settings that children attend to help promote consistency in children's care and learning.

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

Relationships between the childminder and children are secure and she knows their differing interests and abilities. The childminder offers a stimulating learning environment where children independently choose from a good range of equipment and toys. She provides activities that capture children's interests and she supports their learning well using a varied range of books, resources and materials. She develops children's mathematical skills well through play and everyday routines. For example, children count the pieces of fruit at snack time and match numbers to the correct amounts of objects. The childminder carefully reviews children's progress and accurately identifies any gaps in their learning. She communicates well with parents and involves them in all aspects of their children's learning. This helps them to support their children's learning at home.

### Personal development, behaviour and welfare are good

The childminder uses effective behaviour management strategies which help to nurture children's confidence and self-esteem. Children build good relationships with the childminder and other children. They learn the importance of being kind to each other. The childminder supports children's independence and decision-making skills well, for example, by encouraging them to make choices in their learning activities. She teaches children effectively about the importance of a healthy lifestyle; children enjoy healthy foods and develop a good awareness of personal hygiene. The childminder encourages children to take well-managed risks and teaches them how to keep themselves safe.

### Outcomes for children are good

Children make good progress and develop the skills they require to prepare them for the next stage in their learning. The childminder supports children's love of books well and they enjoy participating in stories as she reads to them. They benefit from plenty of fresh air each day and have regular opportunities to be physically active.

## Setting details

<b>Unique reference number</b>	EY414841
<b>Local authority</b>	Kent
<b>Inspection number</b>	986551
<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>	6
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	13 August 2012
<b>Telephone number</b>	

The childminder registered in 2010 and lives in Aylesford, Kent. She has an appropriate childcare qualification and minds children throughout the year.

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