

Childminder Report

Inspection date	30 October 2015
Previous inspection date	11 January 2010

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 communicates well with parents and fully informs them of their children's development and progress. She provides children with a clear link from home to setting and includes parents in children's learning experiences.
- The childminder role models good manners and behaviour well. Children are polite and behave well throughout their time at the setting.
- Children are confident to express their thoughts and share memories with the childminder. The childminder supports the development of children's speech and language well, for example, through constant conversations and good questioning.
- There is a broad range of engaging and motivating activities and experiences to meet the needs of all children. Children are excited to learn as they play.
- The children have positive learning outcomes as the childminder regularly reviews and evaluates the quality of her practices. She shows determination to continue to make positive changes and improvements.
- The childminder makes good links with other childminders and early years settings to offer children new learning opportunities and a consistency of care. Children are fully supported to make good progress.

It is not yet outstanding because:

- Children do not have consistent opportunities to develop early writing and reading skills across all areas of the environment.
- The childminder does not always encourage children to develop their understanding of mathematics and use mathematical language as they play.

What the setting needs to do to improve further

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

- extend opportunities for children to develop their early writing and reading skills consistently within all learning environments
- improve opportunities for children to build on their understanding of mathematics through play activities.

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 spoke to children and the childminder.
- The inspector gathered the views of parents.

Inspector

Kelly Hawkins

Inspection findings

Effectiveness of the leadership and management is good

The childminder is experienced and knowledgeable. She effectively supports children's learning and plans well. The childminder has a good knowledge about the children that she cares for. She uses this to make individual plans that meet the needs of children. The childminder shares her training and resources with other childminders and the local pre-school. This helps her develop her practices. Safeguarding is effective. The childminder has detailed procedures and has a good awareness of how to record incidents and who to contact in case of a child protection concern. The childminder carries out robust risk assessments and regular fire evacuation drills. Children understand how to manage risk and keep themselves safe in case of an emergency. The childminder supports children to remain safe while in her care.

Quality of teaching, learning and assessment is good

The childminder extends children's learning effectively. She takes children's interests and preferences of learning and play into consideration. For example, the childminder uses their interest of role play to promote understanding of equality and differences well, using a range of props and dolls to have a 'tea party' together. The childminder uses effective systems to identify any gaps in children's progress. She supports children and plans to ensure that these gaps close quickly. The childminder uses the local environment and community to extend children's learning. For example, they attend regular groups and have outings to give meaning to their learning and develop an understanding of the world around them.

Personal development, behaviour and welfare are good

The childminder has good and trusting relationships with children. Children have a positive sense of belonging with a high level of self-esteem and well-being. They arrive happily and are confident to settle into play. The childminder values and praises children's achievements. They have a good level of respect and pride in themselves and towards others. The children follow well-embedded health and hygiene routines, for example, as the childminder encourages them to be independent in their personal care. Children develop good physical well-being. For example, they have access to fresh air and exercise in the garden and the wider community. Children develop their physical skills well, such as when they negotiate space, climb and explore different movements.

Outcomes for children are good

All children make good progress in relation to their starting points. Children are supported well for the next stage of their learning and are ready for the move to school. For example, children develop good social skills.

Setting details

Unique reference number	EY395268
Local authority	Kent
Inspection number	830641
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 8
Total number of places	3
Number of children on roll	9
Name of provider	
Date of previous inspection	11 January 2010
Telephone number	

The childminder registered in 2009. She lives in Bearsted, Kent. The childminder cares for children Monday, Tuesday and Wednesday from 7.30am to 5.30pm. She only carries out school runs on a Thursday from 7.30am to 8.45am and 3.05pm to 5.30pm, and on Friday mornings only from 7.30am to 8.45am. The childminder holds a relevant level 3 early years qualification.

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