

Childminder Report

Inspection date	2 November 2015
Previous inspection date	16 January 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Met	
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 works closely with other early years settings that children attend. They share children's developmental folders, working together to promote learning. This helps all children to make good developmental progress.
- The childminder ensures that all children enjoy equal amounts of her time when they are participating in activities. This helps to make sure that they receive individual support when playing to extend on learning.
- Children develop a good understanding of a healthy lifestyle. For example, they wipe their feet after playing outside and wash their hands without prompting before eating and after messy play. This is because the childminder models good practice and builds on children's understanding.
- The childminder respects families' cultures and children learn about what is important to others through joining in with celebrations.

It is not yet outstanding because:

- Parents and carers are fully informed as to their children's development and activities participated in. However, the childminder is not always successful in gaining their input to the process on a regular basis.
- Resources are easily accessible and children know what is available and where to find their favourite toys. However, due to the amount of choice, children sometimes find it difficult to concentrate at activities for periods of time as other things catch their eyes.

What the setting needs to do to improve further

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

- explore other ways to encourage all parents to share information further to ensure that their input into their child's learning is included at all times
- consider how the environment can be organised so that children are not overwhelmed by the choices available to them.

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector had discussions with the childminder and children.
- 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 fully understands her role in safeguarding children and the procedures to follow should she have any concerns. She works very closely with others to ensure that children's safety and welfare are given high regard. The childminder has good knowledge of her strengths and where she would like to make improvements. She monitors changes she makes to help to ensure that they have a positive effect on practice and therefore children's experiences. A good commitment to training helps the childminder to ensure that her knowledge is up to date. She makes sure she is fully aware of statutory and government requirements and reacts positively to them. The childminder values the views of parents and other professionals in helping her to continuously strengthen outcomes for children.

Quality of teaching, learning and assessment is good

The childminder knows the children in her care well. She lets them lead their play and follow their own interests, building on learning at things they enjoy. For example, the childminder makes sure that toys reflecting parents' careers are available and helps children to model what their parents do while learning new words and investigating new toys and experiences. The childminder is skilled at knowing when to stand back and let children lead their own play and when to offer support that adds to experiences and enhances learning. For example, the childminder gives children time and space to explore paint. She then develops the experience and learning further by adding more resources and making suggestions. Children respond positively; learning about texture and pattern, and developing mathematical understanding.

Personal development, behaviour and welfare are good

Children feel safe and secure with the childminder, having a strong and close bond with her. This helps them to be independent learners who feel able to explore and investigate but also able to ask for help and support when they require it. They take charge of their own needs in a supportive environment. For example, the childminder recognises when children are becoming tired and helps them to adjust their play and think about their needs at this time. The childminder develops children's understanding of safety as she gives clear guidance. For example, she encourages children to tidy away tripping hazards before moving on to more play and children listen and follow her instructions.

Outcomes for children are good

Children participate in activities that promote learning in all areas and are making good progress in preparation for school. The childminder engages children in conversation about things that interest them and encourages them to ask questions that build on their understanding.

Setting details

Unique reference number	EY357667
Local authority	Kent
Inspection number	813034
Type of provision	Childminder
Day care type	Childminder
Age range of children	3 - 8
Total number of places	3
Number of children on roll	2
Name of provider	
Date of previous inspection	16 January 2012
Telephone number	

The childminder registered in 2007. She lives in Maidstone, Kent. The childminder has a relevant qualification at level 3. Childcare is offered from 7am to 7pm, five days a week, all year round. The childminder also offers overnight care. The setting receives funding for the provision of free early education for children aged two, three and four years.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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