

Childminder Report

Inspection date

4 November 2015

Previous inspection date

1 October 2009

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

- Parents feel included and informed about their children's progress. The childminder maintains good communication, for example by providing daily information, to ensure a consistency of care and learning for all children.
- Children are happy and settled, with a high level of well-being. The childminder is a good role model and children play cooperatively together. They are polite and behave well.
- The children have access to a wide range of resources and experiences to support their learning and encourage good progress. The childminder considers children's interests and extends children's learning well.
- The childminder makes good links with other early years professionals and uses the wider community well to support children's learning and development.
- Children develop a confident understanding of mathematical language. The childminder uses a good range of techniques to encourage their mathematical development through play.
- The childminder has a determination to improve and make positive changes through regular reviews and accurate evaluations of her practice.

It is not yet outstanding because:

- At times, the childminder does not encourage children's early reading and writing skills effectively within the learning environments.
- The childminder does not have a highly secure awareness of information, communication and technology to effectively support children's development and interest further.

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 early reading and writing skills within the learning environments
- improve and develop more effective ways to support children's development in information, communication and technology.

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, and gathered the views of parents.

Inspector

Kelly Hawkins

Inspection findings

Effectiveness of the leadership and management is good

The childminder is experienced and continues to develop her knowledge and improve her own professional practice through attending regular training. She makes close links with the local pre-school and school, for example, to share newsletters and activity ideas. Children make good progress as they have consistent shared learning experiences with the childminder, other settings they attend and parents. The childminder plans activities effectively to support all children and successfully covers all areas of learning in her everyday practice. Children with additional needs make good progress, particularly those with English as an additional language. Safeguarding is effective. The childminder has a good understanding of the child protection procedures to follow. She helps ensure that children are safe in her care.

Quality of teaching, learning and assessment is good

The childminder has a good knowledge of the children and families, and supports them well. She accurately monitors children's progress and quickly identifies any areas of development that require additional support. The childminder has a good awareness of who to contact for advice and how to support children to close any gaps in their learning. Children develop good speaking and listening skills. The childminder consistently supports their communication development; for example, she provides children with constant verbal interactions and role models language well. For instance, she asks children skilful questions and gives them sufficient time to think about their responses. Children have a good range of resources and activities to promote their understanding of diversity successfully. For example, they celebrate events and festivals at the childminder's home and within the local community.

Personal development, behaviour and welfare are good

Children are confident to seek out the childminder to share memories and ideas. They have a strong sense of trust and security with a good sense of belonging. Children develop good social skills, such as kindness, respect and empathy. They value and care for others; for example, children visit some elderly residents in the village and help deliver homemade Christmas puddings to them. Children effectively develop their physical development and well-being through a range of daily physical experiences, in the garden and during regular outings. For example, children negotiate the play equipment safely and understand the effect of exercise on their bodies. Children independently follow positive care routines to meet their own needs, for example with toileting and selecting healthy snacks.

Outcomes for children are good

All children make good progress. Children are well-supported for their move to school. They experience a range of activities that develop skills for their future learning.

Setting details

Unique reference number	125787
Local authority	Kent
Inspection number	840543
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	1 October 2009
Telephone number	

The childminder registered in 1989. She lives in High Halden, in Ashford, Kent. The childminder provides care Monday to Friday from 7.30am to 6pm. The childminder holds an appropriate early years qualification.

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