

# Childminder Report

## Inspection date

5 November 2015

Previous inspection date

15 March 2011

<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 is kind and approachable, and children form positive relationships with her from the start. Children are relaxed and happy in her care. The childminder responds well to meet children's individual needs, such as providing reassurance and comfort when required.
- The childminder has high expectations for children's behaviour. She has a consistent approach to managing children's behaviour and promotes their self-esteem and confidence well. The childminder helps children to understand simple rules and boundaries, such as taking turns, sharing resources and using good manners.
- Children enjoy being outside and the childminder plans outings that take account of their interests, such as learning about the natural world. For example, she takes children on outings to a farm and parks.
- Children make good levels of progress from their starting points. They are motivated, and follow their own play ideas and interests. They are well prepared for the next stage in their education.

### It is not yet outstanding because:

- The childminder does not always use assessments of children's learning effectively to monitor progress precisely in order to quickly close any possible gaps in their learning.
- The childminder does not always fully evaluate her practice and skills to help her identify and target improvements to provide even higher quality learning and care experiences for children.

## What the setting needs to do to improve further

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

- strengthen the monitoring of children's progress further to ensure that any gaps in their learning and development are quickly recognised and closed
- use self-evaluation even more effectively to target improvements further to continually build on the quality of practice and children's learning experiences.

### Inspection activities

- The inspector observed children participating in activities and interacting with the childminder.
- The inspector spoke with the childminder, parents and children at appropriate times throughout the inspection.
- The inspector reviewed the children's assessment records and a selection of policies and procedures.
- The inspector carried out a joint observation with the childminder.
- The inspector took account of parents' written views about the quality of the provision.

### Inspector

Maxine Ansell

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder forms good relationships with parents and other early years providers to support children's learning and care consistently. The effective sharing of information helps children to settle quickly and make progress in their learning. The childminder keeps parents informed about their child's progress and uses her many years of experience well, such as to offer parents support and guidance. Safeguarding is effective. The childminder has an up-to-date knowledge of child protection requirements and legislation and is aware of what to do should she have concerns about a child's well-being. She updates her knowledge through training and discussions with other childminders about good practice. Overall, this helps her to gain new ideas to support children well.

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

The childminder extends children's communication and language skills well. For example, she takes into account children's ages and understanding when she asks questions. This helps children to think and recall their experiences, such as when they talk about the farm they regularly visit. Children enjoy being creative and develop their small muscles and knowledge of colours, for example, when they paint firework pictures. Children's literacy skills develop effectively. For instance, the childminder reads to them regularly and they choose from the wide range of books available. She helps younger children sustain their interest in books, for example, she talks about the pictures and encourages children to name items they see. The childminder teaches children about letter sounds. For example, she supports their recognition of individual letters that are familiar to them, such as the initial sound of their names.

### Personal development, behaviour and welfare are good

Children develop a good understanding of a healthy lifestyle. For example, they know when to wash their hands, and they grow vegetables in the garden to develop their understanding of healthy food. Children develop their physical skills well. For instance, they play on the equipment in the park. Children independently make choices about their play and choose from a wide range of toys and resources. The childminder provides clear guidance and support to help children develop a good understanding of safety. For example, the childminder explains and shows children how to carry scissors safely. Children develop good skills for starting nursery or school, such as independence, concentration and self-confidence.

### Outcomes for children are good

Children make good progress and develop skills ready for the next stage in their learning. For example, they develop their writing skills as they confidently draw pictures and talk about these.

## Setting details

<b>Unique reference number</b>	126539
<b>Local authority</b>	Kent
<b>Inspection number</b>	840573
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	3 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	15 March 2011
<b>Telephone number</b>	

The childminder registered in 1990 and lives in Snodland, Kent. She cares for children between the hours of 7.30am and 6pm. The childminder is accredited to receive funding for the provision of free early years education for children aged two, three and four years.

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