

Childminder Report

Inspection date

30 November 2015

Previous inspection date

30 September 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 uses a range of teaching methods to promote children's good progress across all areas of learning. She makes very good use of what she knows about children's interests and skills to support their ongoing development. She is mindful of what they need to learn next to develop their abilities.
- Children develop strong bonds with the childminder. She has flexible settling-in procedures. Children feel safe and secure in her care.
- The childminder uses a variety of effective methods to communicate with parents. She updates them regularly on the activities children do, and the progress they make. Parents are positive about the level of care and teaching that children receive.
- The childminder has a thorough knowledge of how to keep children safe. For example, she understands the procedure to follow if she is concerned about a child in her care.
- Ongoing assessments of children's progress are accurate and detailed. Children make good progress in their learning and development. The childminder prepares them well for their future learning.

It is not yet outstanding because:

- The childminder does not take every opportunity to encourage children to think and develop their ideas further.
- Occasionally, chances to teach children to be more independent are missed.

What the setting needs to do to improve further

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

- consider how to help children develop their thinking skills further
- increase the opportunities children have to become independent.

Inspection activities

- The inspector observed a range of play activities and spoke to the childminder at appropriate times.
- The inspector looked at children's learning records, assessment documents and a selection of policies and procedures, and discussed self-evaluation.
- The inspector checked evidence of qualifications and suitability of the childminder and other adult members of the household.
- The inspector took account of the 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 uses self-evaluation to continue to develop her knowledge and skills. She undertakes research and professional development to support her to maintain a good level of practice. She has a comprehensive range of policies in place to support her practice and enhance her setting. The childminder shares these with parents to allow them to understand her role and responsibility in caring for children. Safeguarding is effective. Children learn in a secure and welcoming environment. For example, the childminder uses risk assessment to monitor the suitability of her home. The childminder maintains effective partnerships with parents and other settings children attend to provide consistency in children's care and learning. She is knowledgeable in her role and demonstrates a good capacity for continuous improvement.

Quality of teaching, learning and assessment is good

Children enjoy daily access to a wide selection of good quality resources. The childminder provides a well-planned range of activities, which reflect children's interests. Children have plenty of opportunities to socialise with others, for example, they attend a variety of local playgroups and interact with other children. The childminder observes children as they play and carefully assesses their current stages of development. This allows her to recognise their next steps for learning. She shares her assessments and observations of children's learning with parents on an ongoing basis. This helps them to support their children's learning at home. The childminder effectively enhances children's play activities and their counting skills. For example, she encourages them to count cars as they play, talking about the colours as they move them along a track.

Personal development, behaviour and welfare are good

The childminder is an effective role model and is caring and nurturing towards children. She helps children learn about appropriate ways to treat others. For example, she encourages and values good manners to support children to develop their social skills. The childminder uses purposeful behaviour management techniques to ensure children know how to behave. For example, she uses praise effectively to build children's confidence and self-esteem. The childminder gets to know children well and recognises when they may need extra support and guidance. She offers this considerately, ensuring that children receive individually tailored support. Children are encouraged to make their own choices and are involved in making decisions in age-appropriate ways.

Outcomes for children are good

Children are confident to participate in the learning experiences provided and make good progress in their learning and development. They are enthusiastic and capable learners and obtain the skills they need for their future learning.

Setting details

Unique reference number	EY268754
Local authority	Kent
Inspection number	986532
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 7
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	30 September 2010
Telephone number	

The childminder registered in 2004 and lives in Ashford, Kent. She has an appropriate childcare qualification and cares for children each weekday throughout the year.

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