

Childminder Report

Inspection date

3 December 2015

Previous inspection date

19 May 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 her strong knowledge of how children learn to provide experiences that support their different ages, abilities and interests.
- Partnerships with parents are strong. The childminder works effectively with parents to identify, monitor and support any gaps in children's learning. This provides a consistent approach to meeting children's learning needs to help them make good progress from their starting points.
- The childminder provides a welcoming environment that helps children settle quickly and engage in their play well. Children form secure attachments with the childminder from the start. This helps them to feel emotionally secure and safe.
- The childminder maintains well-established partnerships with other professionals and works closely with them to meet children's care and learning needs.

It is not yet outstanding because:

- At times, the childminder does not always use effective questioning to help extend children's thinking skills and ideas further.
- The childminder does not consistently provide opportunities for children to explore and investigate letters and words in their play.

What the setting needs to do to improve further

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

- strengthen the use of questions to help children extend their thinking skills and ideas further
- develop further opportunities for children to explore writing and print to help support their literacy skills.

Inspection activities

- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector took into account the verbal and written views of parents regarding the childminder's practice.
- The inspector sampled documentation, including policies and children's records.
- The inspector observed children participating in planned and freely chosen play activities.

Inspector

Amanda Vidler

Inspection findings

Effectiveness of the leadership and management is good

The childminder refreshes her knowledge through regular training. For example, she has completed specific training to develop her understanding of how to support children's individual needs. Safeguarding is effective. The childminder has a good understanding of her responsibilities and the relevant procedures to follow in the event of any concerns about children's welfare. The childminder evaluates her practice effectively. She involves parents and children in this process to help her identify changes that improve her service and practice. For example, children's individual interests and needs are considered when purchasing new resources. The childminder keeps up to date with changes to guidance and legislation. She effectively shares relevant information with parents to keep them updated with her service and their children's learning and progress.

Quality of teaching, learning and assessment is good

The childminder observes and assesses children's development accurately. She works closely with parents to plan the next steps in children's learning. This helps children to develop and practise new skills at home and with the childminder. The childminder provides children with a mixture of planned and freely chosen activities. She provides good quality teaching and joins in children's play well, and listens and responds to their ideas. For example, children chose resources such as puppets from a 'song bag' and they discussed and sang songs with the childminder, who introduced relevant actions. The childminder supports children's language and communication skills securely during their play. For instance, she uses pictures and repeats words to help children develop their communication skills. Children enjoy regular outings in the local community, such as to parks and toddler groups, which helps promote their physical and social skills securely.

Personal development, behaviour and welfare are good

The childminder is a good role model. She teaches children to listen and respect each other and share with their friends. For example, when children wanted the same toy, the childminder talked to them about taking turns, which helped develop their understanding of sharing. The childminder promotes children's independence well. For instance, she offers support and guidance while children do things for themselves, such as putting on their shoes. Children develop their understanding of the childminder's behaviour expectations and behave well. The childminder consistently praises and encourages children as they play, which effectively promotes their confidence and self-esteem. She raises children's understanding of healthy lifestyles effectively, such as eating well.

Outcomes for children are good

All children make good progress from their individual starting points. They are motivated in their learning and develop key skills ready for their next stage in learning and school.

Setting details

Unique reference number	EY200412
Local authority	Kent
Inspection number	837006
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	19 May 2010
Telephone number	

The childminder registered in 2002. She lives in Dartford, Kent. The childminder offers care each weekday from 7am to 7pm, all year round except for bank holidays and family holidays. The childminder holds an appropriate level 3 qualification.

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