

Childminder Report

Inspection date	18 December 2015
Previous inspection date	8 November 2011

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 knows the children well and provides a home-from-home environment that supports children's good sense of belonging and emotional well-being. This helps to give them a good foundation for learning.
- The childminder makes good use of training to benefit her practice and the children. This has helped her to develop her planning and engage children more in their learning.
- Children enjoy learning about the local community, and develop good social skills and an understanding of others' needs.
- Children follow positive routines that develop their understanding of healthy lifestyles. They are physically active and climb, balance and negotiate space, and learn to take care of their own personal needs.
- The childminder prepares children well for future learning and moving on to school. She provides good opportunities to develop their early writing and reading skills.

It is not yet outstanding because:

- The childminder does not effectively encourage parents to share children's learning from home on a more regular basis to help inform her planning.
- The childminder does not make the most of self-evaluation to review her routines and practices, to more accurately monitor their effectiveness and impact on children to help her identify areas to improve.

What the setting needs to do to improve further

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

- encourage parents to share what their children learn at home to better inform the planning process
- develop self-evaluation to more accurately monitor all aspects of practice and daily routines to help identify areas to improve.

Inspection activities

- The inspector viewed the areas of the childminder's home that children use.
- The inspector observed the childminder interacting with the children.
- The inspector sampled written documentation, including children's progress reports, and policies and procedures.
- The inspector spoke to children and the childminder.
- The inspector gathered the views of parents.

Inspector

Kelly Hawkins

Inspection findings

Effectiveness of the leadership and management is good

The childminder works well to monitor children's development and engage them in learning. She regularly tracks their progress, identifies accurate next steps based on their learning needs and promptly plans activities that help to close any gaps. The childminder communicates well with other professionals and local schools. She uses these links to provide consistency for children by sharing activity ideas and their next steps.

Safeguarding is effective. The childminder understands the procedures to follow well and knows who to contact if she has any concerns about children's welfare. The childminder completes detailed risk assessments to remove and reduce potential hazards. She supports children well to manage risk and learn how to keep safe. Overall, self-evaluation works well and helps the childminder make changes that benefit children's learning, such as changes to the outdoor environment.

Quality of teaching, learning and assessment is good

The childminder plans well to meet children's individual needs and interests. She extends their learning effectively during activities. For example, when playing with trains, she develops children's mathematical learning and language, helping them to build the tracks. She introduces remote-controlled trains, which helps children learn about programmable toys and develops their understanding of following instructions. Children learn first-hand about nature and the world around them. They have an active role in helping to care for the childminder's chickens, and the childminder reinforces their learning well. For example, during an animal story, she talks to children about what they know and they discuss their upcoming trip to a wildlife park.

Personal development, behaviour and welfare are good

The childminder is a positive role model. She helps children develop good social skills, and children are polite and behave well. Children develop a positive sense of pride and satisfaction in what they achieve. The childminder gives constant encouragement and praise, helping children to feel valued and listened to. She supports their understanding of differences and diversity well, helping children to be respectful and considerate to others. The childminder effectively promotes children's communication skills. She asks lots of questions as they play and constantly talks to them, helping them to share their thoughts and ideas confidently. This helps children develop good thinking, listening and speaking skills in readiness for moving up to school.

Outcomes for children are good

All children make good progress from their starting points, including those with additional needs. They enjoy a good range of activities that develop their positive attitude to learning and independence in good preparation for the move to school.

Setting details

Unique reference number	EY273382
Local authority	Medway Towns
Inspection number	833406
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	8 November 2011
Telephone number	

The childminder registered in 2003. She lives in Gillingham, Kent. The childminder cares for children Monday to Friday, from 7.30am to 6.30pm, throughout the year. She holds a relevant level 3 early years qualification.

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Piccadilly Gate
Store St
Manchester
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