

Childminder Report

Inspection date	19 November 2015
Previous inspection date	18 March 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 provides children with nutritious meals and many activities that involve fresh air and exercise. Children learn to lead healthy lifestyles.
- Children behave well. They learn to build friendships and be respectful, kind and helpful to one another.
- Children settle easily and develop good relationships with the childminder. This helps them to feel safe and develop a strong sense of belonging.
- The childminder extends her knowledge and skills by continuing her training. She uses this knowledge well to promote good outcomes for children, such as successful communication and language development. All children make good progress.
- Children confidently explore the good range of resources and activities the childminder provides. Children develop their independence and decision-making skills as they choose what they want to play with.
- The childminder supports children who have special educational needs. She works with other professionals and schools to help children move between settings and on to school.

It is not yet outstanding because:

- The childminder does not fully encourage all parents to share information about their children's learning, particularly at home, in order to strengthen continuity between home and the setting.
- The childminder does not always use information about children's starting points effectively to contribute to her initial assessments of children's skills and knowledge.

What the setting needs to do to improve further

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

- strengthen further the already good partnerships with parents to encourage them to share what their children enjoy and learn at home to plan for the next steps in children's learning
- improve further the way information about children's starting points is gathered and used to support initial observations.

Inspection activities

- The inspector held discussions with the childminder about children's progress and their achievements.
- The inspector checked evidence of the suitability of the childminder and adult members of the household.
- The inspector looked at children's records, registers, accident forms and policies and procedures, as well as the childminder's self-evaluation documents.
- The inspector took into account parents' written comments.
- The inspector observed the interactions between the children and the childminder during activities.

Inspector

June Keeler

Inspection findings

Effectiveness of the leadership and management is good

The childminder has a good understanding of the Early Years Foundation Stage. She uses self-evaluation to identify her strengths and potential areas for improvement, and values the opinions and thoughts of parents and children in this process. The childminder completes regular observations and assessments of children's learning. She consistently monitors their progress and provides additional support to help all children make good progress. The childminder has a secure understanding of safeguarding and child protection and has procedures to follow if she has concerns about a child. Safeguarding is effective. The childminder carries out thorough risks assessments, taking appropriate steps to minimise any hazards to children. The childminder shares information with other providers to help support continuity of care.

Quality of teaching, learning and assessment is good

Overall, the childminder has good relationships with parents, who appreciate the information she shares with them every day. The childminder has a good understanding of how children learn and her quality of teaching is good. The childminder provides activities for children that interest them and support the next steps in their learning. For example, the children enjoyed playing with play dough. They used a range of tools to manipulate and create their own models using their good imaginative skills. The childminder extends children's learning as they play. For example, she asks them questions to enable them to talk about what they are doing. This helps children to develop their communication and language skills.

Personal development, behaviour and welfare are good

Children learn how to keep themselves safe. The childminder talks to them about possible dangers when they are walking to school or going on outings. The childminder supports children's independence in their self-care skills. For example, she encourages children to prepare their own food. Children play together well. They happily take turns to operate a musical toy and then dance together. Children behave well and are keen to help the childminder in the daily routines, including tidying up their toys. The childminder broadens children's knowledge and understanding of the world they live in. For example, children learn about different seasons and festivals.

Outcomes for children are good

Children make consistently good progress. The childminder uses a range of effective teaching strategies to promote all areas of learning and development. Children gain the key skills to prepare them for the next stage in their learning.

Setting details

Unique reference number	125474
Local authority	Kent
Inspection number	825359
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	18 March 2009
Telephone number	

The childminder registered in 1987. The childminder lives in Northfleet, Kent. She operates all day Monday to Friday, all year except bank holidays and family holidays. The childminder receives funding to provide free early education for children aged two, three and four years.

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