

Childminder Report

Inspection date

2 September 2015

Previous inspection date

29 July 2009

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 maintains effective communication and working relationships with parents. Parents are fully included and informed of their children's progress and development. Therefore, children's care, learning and development are consistent between the home and the childminder.
- The childminder uses effective strategies to embed clear rules and boundaries. Consequently, children are polite, behave well and learn to respect each other.
- The childminder prioritises safeguarding and children's welfare. She has a good understanding of safeguarding policies and the procedures to follow should she have any concerns about children in her care. This helps to keep children safe.
- The children have a good range of engaging learning experiences. As a result, all children enjoy learning through play and make good progress in their development.
- The childminder constantly encourages children to learn to become independent. This supports them well for their future learning.
- The childminder demonstrates a good level of commitment to providing high-quality care and learning opportunities for all children.

It is not yet outstanding because:

- The childminder does not always make the most of all opportunities to promote children's early writing skills.
- The childminder does not always provide opportunities for children to independently access a wide range of technological resources to extend their understanding of technology.

What the setting needs to do to improve further

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

- extend opportunities for children to practise their early writing skills when playing
- improve the opportunities for children to extend their understanding of technology.

Inspection activities

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

Inspector

Kelly Hawkins

Inspection findings

Effectiveness of the leadership and management is good

The childminder is experienced and knowledgeable. She demonstrates good understanding of the requirements of the Early Years Foundation Stage and implements these effectively into her everyday practice. She works closely with toddler groups and childminding networks to identify areas for further improvement, which she uses to continue to provide motivating opportunities for the children. She has detailed information about the individual progress of all children, which she shares regularly with parents. The childminder gives high priority to safeguarding and has robust policies and procedures to ensure that she safeguards children's welfare. Children make good progress due to the consistency of care and communication established. The childminder continues to make positive changes; this can be seen in the developments made since the last inspection. For example, she provides ample opportunities for imaginative play and helps children to further develop independence skills for future learning.

Quality of teaching, learning and assessment is good

The childminder extends children's learning effectively because she knows the children's current skills and stages of development. She monitors children's progress and, therefore, is able to identify when children's progress is slowing. The childminder supports children's language and communication skills effectively. She repeats words back to them to enable children to hear the words pronounced correctly and provides children with ample time to gather their thoughts and respond to her questions. The children have a good range of resources, which helps to develop their understanding of diversity and differences in the community well. The routine of the day supports children's learning well. All children are engaged in learning and make good progress.

Personal development, behaviour and welfare are good

Children play and explore with confidence and are happy to settle into play. The childminder has good relationships with the children and understands their individual care needs and routines. This means that children feel safe and secure and have a good sense of belonging. Effective links with schools enable the childminder to share information about children's achievements. The childminder is a good role model and, as a result, children treat each other with respect, behave well and are polite. For example, children offer younger children hugs of reassurance and comfort. This helps children to learn to value each other.

Outcomes for children are good

All children make good progress in relation to their starting points, including those with special educational needs and/or disabilities. Children learn to be independent, which helps them to have the skills they need to be ready for the next stage of their learning and the move to school.

Setting details

Unique reference number	EY385243
Local authority	Kent
Inspection number	829938
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	5
Number of children on roll	5
Name of provider	
Date of previous inspection	29 July 2009
Telephone number	

The childminder registered in 2009. She lives in Dartford, Kent. The childminder operates Monday to Thursday from 7.30am to 6pm. The childminder holds an appropriate early years qualification.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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