

# Childminder Report

**Inspection date**

7 January 2016

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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**

- Children confidently explore the many learning opportunities available to them and make independent choices about their play. The childminder makes good use of the wide range of toys and resources.
- The childminder supports children's communication and language skills effectively. Children confidently approach the childminder to share their thoughts and ideas.
- Risk assessments carried out regularly by the childminder allow her to identify all possible hazards to children and keep them safe.
- Children behave well and are emotionally secure. They learn to take turns, share resources and respect each other.
- The childminder uses her good knowledge of the children to plan activities that support their interests and are appropriate for their age. Children are motivated and eager to learn and make good progress in relation to their starting points.
- Partnerships with other settings that children attend are good. The childminder shares information with them to support consistency in children's learning and development.

**It is not yet outstanding because:**

- The childminder does not always encourage parents to share detailed information about all aspects of children's learning and development when they start.
- Children do not always have a wide range of opportunities to extend their early literacy skills consistently while they play.

## What the setting needs to do to improve further

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

- develop the shared approach to children's learning further by encouraging parents to contribute their knowledge and understanding of their children's achievements when they start
- strengthen opportunities for children to practise their early reading skills during their play.

### Inspection activities

- The inspector looked at evidence of the suitability of the childminder and other adults in the household.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector toured the areas of the home used for childminding purposes.
- The inspector considered the views of parents, provided through written feedback.
- The inspector held discussions with the childminder about children's progress and achievements.

### Inspector

June Keeler

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder attends relevant training courses to extend her knowledge and skills and regularly reflects on her practice. She includes the views of parents and looks for ways to improve her service. She meets with other childminders to discuss activities and exchange ideas to extend her good practice. The childminder has a clear understanding of her safeguarding responsibilities. She knows what procedure to follow if she has concerns about a child's safety or welfare. Safeguarding is effective. The childminder uses observations and her knowledge of the children to complete assessments and effectively monitor their progress. The childminder works in partnership with parents, who are happy with the service she provides.

### Quality of teaching, learning and assessment is good

The childminder has good teaching skills and a clear understanding of the way children learn. Children gain good early mathematical skills. For example, during the inspection, children counted stickers and talked about the different shapes and sizes of them. Children develop their skills with scissors and enjoy observing the effect that different scissors produce. The childminder effectively builds on children's interests to support their learning. For instance, children showed interest in playing with a toy bird. The childminder then encouraged children to look for birds in the garden to extend their understanding of the world around them.

### Personal development, behaviour and welfare are good

The childminder provides a stimulating and welcoming play environment. Children learn to share, take turns, respect and care for each other. For example, the childminder takes children to toddler groups to provide them with opportunities to mix socially with other children. Children enjoy playing outside daily. They develop their physical skills and learn about the wider world and their local community. The childminder supports children's health well and works with parents to provide nutritious meals and snacks. This helps to promote children's good health and physical well-being. Children develop their independence skills. For instance, the childminder encourages them to try to complete an activity or task for themselves before offering help.

### Outcomes for children are good

All children make good progress in their learning and development. Children are motivated and develop positive attitudes to learning. They learn the skills they need for their future learning and for school.

## Setting details

<b>Unique reference number</b>	EY467630
<b>Local authority</b>	Kent
<b>Inspection number</b>	950399
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2013. She lives in Ashford, Kent. She operates all day Monday to Friday for most of the year, except for bank and family holidays. The childminder receives funding to provide free early years education for children aged two, three and four years.

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