

Childminder Report

Inspection date	18 January 2016
Previous inspection date	8 January 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 builds excellent relationships with parents. She works closely with them to support children's well-being, learning and development. For example, she is aware of what they have been doing at home and provides activities to extend their interests.
- Children receive good support to develop their literacy skills. For instance, the childminder provides a wide range of opportunities for early writing and discussion about letters and sounds.
- The childminder closely tracks children's learning to ensure that they are making consistently good progress in their development. She identifies next steps in their learning and plans stimulating activities to interest children.
- Children are happy, confident and settled. The childminder is extremely attentive and sensitive to their individual needs to support their social and emotional development well.

It is not yet outstanding because:

- Sometimes, the childminder misses the opportunity to promote children's independence fully.
- Occasionally, the childminder does not extend children's creative thinking skills when they respond to questions.

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 challenge themselves and be more independent
- encourage children's creative thinking skills more as they respond to questions.

Inspection activities

- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector observed the quality of teaching, both inside and outdoors.
- The inspector took account of written feedback from parents.
- The inspector looked at documentation relating to the day-to-day organisation of the childminder's service and children's progress.
- The inspector held a joint observation with the childminder.

Inspector

Sarah Taylor-Smith

Inspection findings

Effectiveness of the leadership and management is good

The childminder reflects on her practice well. She seeks the views of parents and children to ensure she continues to develop her strong practice. For example, she has developed a wider range of learning opportunities in the garden for children who prefer to be outside. The childminder uses ideas from training to support the development of her practice. Safeguarding is effective. The childminder has a secure knowledge of how to support children's welfare and what to do if she has concerns. The childminder establishes good relationships with other settings that children attend. She shares relevant information to support children's care, learning and development. Parents are well informed of their children's progress. The childminder shares a good range of information about how parents can further support their children's learning at home.

Quality of teaching, learning and assessment is good

The qualified childminder has a good understanding of how children learn and develop. She works with parents to gain relevant information about children before they start. Children have a good level of focus and concentration as they play. The childminder uses the local environment well. For example, she talks to children about the animals they can see during trips out in the local community. The childminder introduces counting and mathematical language to all activities. For example, children predict how many cars there are and the childminder encourages them to count to see if they have the same number. Children have good opportunities to be active and develop their physical skills. For instance, they excitedly play throwing and catching ball games.

Personal development, behaviour and welfare are good

The childminder supports children to follow their own ideas and plans during play. For instance, children confidently communicate about what they would like to do and tell her how to play the games. The childminder builds close relationships with children. For example, they excitedly tell her about their play and are keen to involve her. Children behave well. They listen well and consider others, to make sure that they include everyone in the activities and routines. The childminder helps children to understand good hygiene practices. For example, children chat about the need to wash their hands so they are ready for snack time.

Outcomes for children are good

Children make good progress in their learning and development from their starting points. They develop key skills ready to start pre-school or school. For example, they are motivated and enthusiastic learners.

Setting details

Unique reference number	126646
Local authority	Kent
Inspection number	840576
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	6
Name of provider	
Date of previous inspection	8 January 2010
Telephone number	

The childminder registered in 2000 and lives in New Romney, Kent. She works all day, Monday to Friday, throughout most of the year. The childminder holds a suitable level 3 childcare qualification. She receives funding to provide free early education for children aged two, three and four years.

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