

# Childminder Report

<b>Inspection date</b>	28 January 2016
Previous inspection date	20 May 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 has good links with other settings that children attend. Parents have given permission to share information about children's progress in order to promote a shared approach to children's learning.
- The childminder has a good understanding of how individual children learn. She provides activities that build on their interests and needs.
- Children are happy, independent and confident. They have good relationships with the childminder that support their emotional well-being.
- Partnerships with parents are good. The childminder regularly exchanges information about children's achievements. This helps to maintain good relationships with parents and provides a consistent approach to learning.
- The childminder frequently observes children's learning and uses assessment to monitor their achievements and development. All children make good progress.
- Children have a wide range of resources and opportunities to promote their understanding of the community in which they live.

### It is not yet outstanding because:

- The childminder does not always seek opportunities to further broaden and extend her knowledge and skills to help all children make the best possible progress.
- The childminder does not always make full use of the outdoor environment to support children's learning.

## What the setting needs to do to improve further

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

- strengthen the good teaching further through building on opportunities to develop knowledge and skills to raise outcomes for children
- build on the range of outdoor activities to extend children's learning experiences further.

### Inspection activities

- The inspector observed the childminder and children taking part in activities.
- The inspector held discussions with the childminder.
- The inspector carried out a joint observation with the childminder.
- The inspector took account of the parents' views.
- The inspector looked at children's records, evidence of the childminder's suitability and a range of other documentation.

### Inspector

Anna Fisk

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder regularly has discussions with parents about their children's development and ensures they are involved in their learning. She seeks feedback from the parents to help her identify areas for improvement. Safeguarding is effective. The childminder has a good knowledge of safeguarding issues and knows who to contact if she has concerns about the welfare of a child. The childminder regularly carries out risk assessments to check the suitability of the environment and equipment to minimise potential hazards. The childminder has a good understanding of how children learn. She monitors their achievements to help them make good progress.

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

Children have plenty of opportunities to extend their language skills. For example, the childminder skilfully introduces new words to children. She uses her good teaching skills to provide challenging and interesting activities that engage and encourage children to learn while they play. For example, she supports children's emerging interest in puzzles through careful guidance. The childminder offers a welcoming learning environment with a broad range of play opportunities. She closely follows the children's developmental stages and provides them with opportunities to help them fully explore their capabilities. For example, the childminder uses stories to challenge and extend children's listening skills.

### Personal development, behaviour and welfare are good

The childminder helps children to learn about the importance of good hygiene practices and healthy eating. She encourages children to be independent and provides them with healthy snacks. Children accompany the childminder on the daily school runs and learn how to keep themselves safe. Children respond well to the childminder and develop good levels of emotional well-being. The childminder effectively develops children's confidence and encourages good behaviour. Children learn to share, take turns and respect each other's views and feelings. The childminder praises children's achievements to help them develop confidence in their own abilities.

### Outcomes for children are good

Children are enthusiastic and confident learners. They make good progress in relation to their starting points and are ready for the next stage in their learning.

## Setting details

<b>Unique reference number</b>	EY401667
<b>Local authority</b>	Kent
<b>Inspection number</b>	831117
<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>	0 - 8
<b>Total number of places</b>	5
<b>Number of children on roll</b>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	20 May 2010
<b>Telephone number</b>	

The childminder registered in 2009. She lives in Maidstone, in Kent. The childminder operates her service from 7.30am to 6pm, all year round.

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