

# Childminder Report

## Inspection date

1 March 2016

Previous inspection date

8 December 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Children have good communication and language skills and are eager to learn. The childminder provides a wide range of well-planned and interesting activities.
- The childminder helps children to prepare for their move to school effectively. For example, she provides school uniforms for children to dress up in and helps them to begin to recognise the letters in their name.
- Children build strong bonds with the childminder. For instance, the younger children know she is close by to offer support and comfort. Children are happy and confident to explore.
- Children make good progress in relation to their individual starting points. They develop the skills they need to be ready for the next stage of their learning.
- The childminder is enthusiastic and committed to her professional development. For example, she undertakes training and uses her knowledge to develop her teaching.
- The childminder has successfully developed a wide range of opportunities to engage parents in their children's learning. For example, she shares with them her plans for the week's activities to help them support their children's learning further at home.

### It is not yet outstanding because:

- The childminder does not always find out what children know and can do when they start 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 the shared approach to children's learning by encouraging parents to contribute their knowledge of what their children know and can do when they start.

### Inspection activities

- The inspector looked at children's records, evidence of the childminder's suitability and a range of other documentation.
- The inspector observed the childminder and the children taking part in the 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.

### Inspector

Anna Fisk

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder knows what to do if she has any concerns about children's welfare. She assesses the risks within her home and on outings, and takes appropriate steps to minimise any potential hazards. The childminder reflects on her practice well. She seeks the views of parents and uses these to develop the learning experiences for children. The childminder continues to develop her professional knowledge and skills to help keep her practice and teaching up to date. She provides a range of activities to stimulate and motivate children. The childminder monitors their achievements regularly to identify any gaps in their learning to help them make good progress.

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

The childminder works well with other settings that children attend to share information about children's needs and interests. She has good relationships with parents and keeps them informed of their children's progress. The childminder supports children's communication and language well. For example, she makes eye contact with babies and uses facial expressions and words to help develop their early communication skills. Children enjoy listening to stories and singing songs. The childminder provides relevant resources, such as soft toys, to help children of different ages take part.

### Personal development, behaviour and welfare are good

The childminder has good relationships with the children. She encourages them to be confident from a young age. Children behave well and are kind and caring towards each other. They learn about diversity and other people in the wider world. For example, they celebrate cultural festivals and have a wide range of multicultural resources with which to play. Children have daily opportunities to play and learn outside. For instance, they go on trips to the park to exercise and enjoy being in the fresh air. Children are encouraged to make choices in their play. Toys and resources are in easy reach for children to choose what they would like to play with independently.

### Outcomes for children are good

Children are confident and settled. They use their senses and physical skills to explore the world around them. For example, babies enjoy looking at their reflection in mirrors. Children learn to become independent. For example, they cut up their own fruit for snacks and manage their own personal hygiene routines. Children develop a good range of skills to help prepare them for the next stage of their learning.

## Setting details

<b>Unique reference number</b>	101946
<b>Local authority</b>	Kent
<b>Inspection number</b>	824679
<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>	6
<b>Number of children on roll</b>	17
<b>Name of provider</b>	
<b>Date of previous inspection</b>	8 December 2009
<b>Telephone number</b>	

The childminder registered since 2000. She lives in Ashford, Kent and provides care from 7.30am to 6pm, all year round.

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