

# Childminder Report

<b>Inspection date</b>	4 March 2016
Previous inspection date	7 March 2011

<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

- Partnerships with parents are very good. The childminder keeps the parents well informed about children's development. They work together to support children's care needs and learning at home and in the setting.
- The childminder is vigilant and continuously carries out risk assessments to ensure that all areas are safe and secure for children. She gives children clear explanations to help them learn how to keep themselves safe.
- The childminder successfully monitors children's progress and uses her observations of children's learning to identify the next steps in their development. Children make good progress.
- Children receive good support to learn to be kind and considerate of each other. The childminder is a good role model and helps older children to understand the needs of younger children, for example, through discussions and activities.
- The childminder is committed to providing good quality provision. For example, she uses thorough self-evaluation to identify the strengths of her setting. She effectively gathers the views of parents to help her to prioritise further improvements.

### It is not yet outstanding because:

- The childminder does not use every opportunity to challenge and extend children's learning to help them make the best possible progress.
- The childminder does not always encourage children to learn about the importance of a healthy diet.

## What the setting needs to do to improve further

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

- increase opportunities to challenge and motivate children's learning further
- provide more opportunities to help children to learn about the importance of having a healthy diet.

### Inspection activities

- The inspector observed a range of indoor activities.
- The inspector spoke to the childminder at appropriate times during the inspection.
- The inspector looked at children's learning records, policies and procedures, and discussed the childminder's self-evaluation.
- The inspector viewed evidence of the suitability of all adults who live on the premises.

### Inspector

Nicola Chambers

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands the importance of keeping children safe and knows what to do if she has concerns about a child's welfare. The childminder continues to develop her knowledge to improve outcomes for children. For example, she attends training, talks to other professionals and completes her own research. The childminder makes effective use of new ideas to support her practice and opportunities for children. For example, she recently went on a training course and introduced home visits to help children settle well into her setting. The childminder recognises the importance of communicating with parents and other settings children attend. This helps to promote continuity in children's care and learning.

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

The childminder provides a welcoming environment with a good range of resources which children choose confidently themselves. Children develop early mathematical and literacy skills through their play. For example, during a rice activity, the childminder encouraged children to explore with shape, colour, and letter sounds. The childminder makes good observations of children's learning. She uses this information to plan and provide activities based around children's interests. The childminder promotes children's communication and language development well. For example, she gives eye contact, models new words to younger children, and promotes speaking and listening skills with older children.

### Personal development, behaviour and welfare are good

The childminder's caring and nurturing approach helps children to develop a sense of belonging. Children feel happy, confident and settle well. The childminder is very responsive to children's emotional needs. For example, she offers comfort and reassurance when needed. Children develop good social skills. They form positive relationships with each other and learn to take turns, share and be respectful. The childminder successfully promotes children's early understanding of diversity. For example, children take part in various activities at playgroups, and they see positive images of people, families and cultures through books and other resources.

### Outcomes for children are good

Children make good progress in their development. This prepares them in readiness for their next stage in learning. Children have regular access to fresh air and exercise, and develop good physical skills. For example, younger children move and explore with confidence, and older children show increasing control to pour, push, throw and catch. Children become confident communicators.

## Setting details

<b>Unique reference number</b>	EY347515
<b>Local authority</b>	Kent
<b>Inspection number</b>	827590
<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>	1 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	7 March 2011
<b>Telephone number</b>	

The childminder registered in 2007. She lives in Faversham, Kent. She provides care from 7.15am to 5.30pm, Monday to Friday, for most of the year.

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Piccadilly Gate  
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