

Childminder Report

Inspection date

29 March 2016

Previous inspection date

23 February 2011

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 provides a welcoming and safe environment. Children are happy and enjoy their time with her.
- The childminder gains information from parents when children first start. This ensures that she is able to plan appropriately for their individual needs, abilities and interests. Children make good progress from their starting points.
- Parents are very happy with the service the childminder offers. They comment she is 'incredibly calm and patient' and 'hard working, conscientious and honest'.
- The childminder works in partnerships with other settings children attend to help support continuity of learning and care needs.
- Children learn to keep themselves safe. For example, the childminder practises regular emergency procedures with them, and gives prominence to 'the underwear rule' to help increase their understanding.
- The childminder provides daily opportunities for children to be physically active. For example, they go on walks, and visit parks and groups.

It is not yet outstanding because:

- The childminder is not always as successful as she could be in encouraging parents to contribute to their children's learning.
- The childminder's monitoring processes are not always sufficiently precise or sharply focused to accurately show children's progress over time.

What the setting needs to do to improve further

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

- continue to build highly successful partnerships with parents and fully involve them in their children's learning
- strengthen the good monitoring processes in place to track children's progress even more rigorously.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning and development.
- The inspector viewed all the premises used for childminding.
- The inspector viewed a range of documentation, including suitability checks and children's records.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.

Inspector

Sarah Stephens

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a secure understanding of the signs that would cause her concern about a child's welfare and the processes to follow. She attends training to keep her knowledge and skills up to date. The childminder sets targets for improvement, such as completing more professional qualifications. She uses the views of parents and children well in the self-evaluation process. This helps improve the quality of the provision and provide better outcomes for children.

Quality of teaching, learning and assessment is good

The childminder effectively promotes the learning and development of children in her care. She supports their communication and language skills well. For example, they repeat back to her their early words and they can name the toy animals they play with. The childminder builds children's mathematical development. For instance, they learn to count and are introduced to varieties of language, such as 'long' and 'up'. She differentiates for each child's individual stage of development. For example, she builds towers from bricks for babies to knock down and encourages older children to make their own. The childminder promotes children's literacy development well, such as through reading books to them and helping them to become familiar with the words. The children quickly come to understand how printed words carry meaning.

Personal development, behaviour and welfare are good

Children form secure emotional attachments and positive relationships with the childminder. For example, she cuddles them close and offers reassurance as they settle. Children learn that their views are of value and are important. For instance, the childminder gives them choices in play and talks to them about their likes and dislikes. She gives them positive praise and encouragement. This helps boost their confidence and self-esteem. Children behave well. The childminder provides clear guidance and explanations to help them learn to manage their own behaviour, such as through promoting kindness and sharing. The children develop the important skills they need for their future learning. The childminder provides opportunities for children to learn about other people and diversity. For instance, they talk about their differences and use stories to support them.

Outcomes for children are good

Children make good progress. They build their physical development well. For example, they reach out for toys in front of them and stand up with support. Children independently explore their surroundings and interact well with the childminder. They make good progress in their communication and language skills, such as by starting to form their early words. Children are ready for their next stage in learning.

Setting details

Unique reference number	EY337336
Local authority	Kent
Inspection number	834857
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	23 February 2011
Telephone number	

The childminder registered in 2006 and lives in Aylesford, Kent. She offers care Monday to Friday, from 6.45am to 6.30pm, throughout the year. The childminder has a relevant level 3 childcare qualification.

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