

Childminder Report

Inspection date

8 April 2016

Previous inspection date

12 November 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 promotes positive behaviour by communicating expectations positively. She takes children on outings to encourage them to interact with others, behave well and develop social skills in readiness for school.
- The childminder has a clear understanding of how children learn through play. She identifies children's skills through regular observations and assessments and plans activities to develop their learning further.
- The childminder regularly updates her safeguarding training and provides a safe and secure environment for children. As a result, she can effectively keep children safe from harm.
- Children settle well and develop confidence, due to the positive relationships they develop and the support they receive from the childminder.
- The childminder has made significant improvements to the quality of her provision since the last inspection and demonstrates enthusiasm to maintain and improve standards further.

It is not yet outstanding because:

- The childminder does not have fully effective ways for parents to share information about their children's learning when children first start attending her provision.
- Although the childminder has worked hard to improve her skills since the last inspection, she does not yet have strong systems in place to enable her to evaluate her own practices and drive further improvements based on her findings.

What the setting needs to do to improve further

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

- develop systems to reflect further on how improvements can be sustained and to identify new areas for development
- identify ways to gain more information from parents about their children's progress and development when they first start attending.

Inspection activities

- The inspector observed the quality of teaching and the impact on children's learning.
- The inspector sampled a range of documentation including children's learning records, policies and training records.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector took into account the views of parents and carers from their written comments.

Inspector

Linda du Preez

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder attends regular training and has a clear understanding of safeguarding procedures. The childminder has worked hard to develop effective ways to monitor children's progress. She seeks parents' views about her provision and provides them with regular information about children's progress and the activities they enjoy. The childminder has addressed the actions from her previous inspection successfully. She has worked well in collaboration with local authority advisors and is willing to develop her own approach to assess the quality of her provision.

Quality of teaching, learning and assessment is good

The childminder provides children with many opportunities to explore and investigate to learn about the world. For example, she takes them on outings to local parks, play-centres and provides a good range of resources in her home. The activities she provides are stimulating and reflect the interests of the children. For example, when children are interested in transport she provides construction games where children delight in scooping, transporting, comparing, measuring and digging. The childminder responds to children's chatter and asks questions, which successfully supports their communication and language skills. The support she provides enables children to make good progress in their learning and development as they prepare for their eventual move to school.

Personal development, behaviour and welfare are good

The childminder is kind and caring in her approach. She is sensitive to children's individuality and proactive in responding to their specific needs. For example, by identifying when they are shy and creating dens for them retreat to when they need space to themselves. Children develop trust and strong attachments, which promotes their emotional well-being. Children learn about the importance of a healthy lifestyle, as they follow thorough hygiene routines and are encouraged to make healthy choices. They have regular opportunities to benefit from fresh air and develop their physical skills.

Outcomes for children are good

The childminder identifies children's skills through good observations and accurate assessments. She uses this information to plan enjoyable activities that help children to achieve new skills. The childminder is skilful in her teaching methods. Children develop mathematical skills as the childminder makes the most of opportunities within routines to introduce mathematical language. The childminder gives the children lots of praise and encouragement for their achievements, which boosts their self-esteem. Consequently, all children, including those who are shy, develop confidence, which prepares them well for their next stage in learning and school.

Setting details

Unique reference number	125302
Local authority	Kent
Inspection number	1042916
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	6
Number of children on roll	15
Name of provider	
Date of previous inspection	12 November 2015
Telephone number	

The childminder registered in 1994. She lives with her husband and two school-aged children in St Nicolas at Wade, near Birchington, Kent. The childminder is in receipt of funding for the provision of free early education for three-, and four-year-old children.

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