

# Childminder Report

**Inspection date**

25 April 2016

Previous inspection date

19 January 2010

<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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The childminder has a good understanding of how to safeguard and protect children in her care. She shares her policies and procedures with her assistant, so that they clearly understand their responsibilities towards protecting children.
- The childminder is committed to raising outcomes for children. She regularly reflects on her practice and updates her skills and knowledge. This enables her to continually improve the quality of care and learning children receive.
- Exceptionally well-thought-out settling-in procedures help children forge extremely close attachments with the childminder. Children are incredibly confident and interact positively with the childminder, who promotes their emotional well-being very effectively.
- The childminder has a good awareness of how children learn and effective systems are in place for observation, assessment and planning. All children make good progress from their initial starting points.

### It is not yet outstanding because:

- Children have access to some programmable toys but fewer opportunities to develop their skills in information and communication technology.
- Although children enjoy books, the childminder does not always fully extend activities to help children begin to understand new vocabulary and learn the meanings of words.

## What the setting needs to do to improve further

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

- strengthen the opportunities children have to further develop their interest and skills in technology
- strengthen the range of opportunities children have to extend their interest in literacy.

### Inspection activities

- The inspector discussed risk assessments with the childminder and inspected all areas of the premises.
- The inspector looked at children's learning journeys, including assessment documents and next steps, and some policies and procedures relevant to the inspection.
- The inspector held discussions with the childminder about children's activities and their progress.
- The inspector discussed with the childminder how she supports her assistant and manages the childminding service.
- The inspector carried out a joint observation with the childminder.

### Inspector

Sara Garrity

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder makes sure that both she and her assistant are clear about procedures to follow if they have concerns about a child. She supervises the children well and provides a very safe and secure environment for them to play in. The childminder is committed to improving her practice and encourages parents to contribute their thoughts to help her to develop the service she provides. She works closely with parents. For example, she makes good use of both verbal and written communication to exchange information about daily activities and changes in care routine. The childminder successfully tracks children's learning and development, and regularly summarises their progress. She has close relationships with other professionals to support children moving on to nurseries and schools.

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

The childminder provides children with a broad range of toys and resources, which the children are able to access independently. They are able to make informed choices in their play. All children make good progress in their speech development because the childminder is skilled in promoting their communication. For example, she uses commentary and skilful questions to challenge children, to think and encourage them to speak. The childminder incorporates mathematical language well into children's play, such as comparing size as they make balls out of play dough, to identify big and small. Children make good progress because of the quality of teaching they receive.

### Personal development, behaviour and welfare are outstanding

The childminder has clear rules and boundaries and children's behaviour is exemplary. They quickly learn about how to keep themselves safe; for example, how to manage the slope in the garden safely. Children are extremely polite and kind to their friends as they share equipment. For instance, taking turns rolling numbered balls down a length of pipe. The childminder skilfully encourages children to attempt things for themselves, such as practising using scissors as they cut playdough into quarters. Children benefit greatly from the childminder's constant encouragement and praise for their achievements. Children have a wealth of opportunities to learn about their own community and the world around them. For example, they enjoy regular outings to parks, groups and local attractions.

### Outcomes for children are good

Children make good progress in their learning. They are incredibly confident and self-reliant. They play in a stimulating environment where they feel exceptionally valued and respected. Children enjoy sitting looking at books and listening to stories. All children acquire the skills they need to be ready for the next stage of their learning and eventual move to school.

## Setting details

<b>Unique reference number</b>	EY301502
<b>Local authority</b>	Kent
<b>Inspection number</b>	827063
<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 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	19 January 2010
<b>Telephone number</b>	

The childminder registered in 2005. She lives in Lyminge, in Folkestone, Kent. The childminder operates her service Monday to Friday from 8am to 6pm, all year round. The childminder's husband is registered as her assistant. The childminder holds a relevant early years qualification at level 3.

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