

Childminder Report

Inspection date	28 April 2016
Previous inspection date	1 February 2010

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

- Children freely access toys and resources to stimulate their curiosity and support their learning. The childminder carefully considers how she organises and uses her resources to keep children motivated to learn.
- The childminder understands her responsibility to keep children safe. She checks her setting well to ensure that it is safe, and helps children to learn about safety effectively. For example, she involves them in emergency evacuations and teaches them how to get help.
- Children are happy and settled in the childminder's care. The childminder knows individual children well. For instance, the childminder uses care routines to promote learning and good interactions.
- The childminder follows children's lead during play. She encourages them to make choices and follow their interests. The childminder is aware of when she is needed to support children's play and when to allow them time to explore for themselves.

It is not yet outstanding because:

- The childminder does not always use children's next steps effectively to support them to make even better progress.
- Sometimes the childminder misses opportunities to promote children's understanding of the importance of personal hygiene.

What the setting needs to do to improve further

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

- make better use of observations of children's learning and their next steps to support them to make even better progress
- develop further children's understanding of the importance of personal hygiene routines.

Inspection activities

- The inspector observed the quality of teaching and learning indoors and outdoors.
- The inspector spoke to the childminder and children where appropriate.
- The inspector carried out a joint observation with the childminder and discussed the impact on children's learning.
- The inspector viewed documentation, such as attendance records, policies and procedures, and statutory certificates.
- The inspector gained parents' views through written feedback.

Inspector

Sarah Taylor-Smith

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder knows the procedures to follow if she has concerns about children's welfare. The childminder has good links with other settings that children attend. They share good information to support children's well-being and learning. The childminder maintains good communication and builds strong relationships with parents. For example, she shares policies about her setting and welcomes information about children's likes and interests. The childminder seeks the views of parents to help her evaluate her setting. The childminder completes research and networks with other childminders to further support outcomes for children. For example, she has developed how she organises the areas of her home, which has enabled children to have better group learning experiences.

Quality of teaching, learning and assessment is good

The childminder tracks children's learning well to ensure that they continue to make good progress. Young children gain an understanding that letters have meaning. For example, the childminder explains what she is doing when she writes their names on their pictures. The childminder encourages children's interest in mathematics and problem solving well. For instance, she uses good opportunities to introduce numbers and supports children well to complete puzzles. Children receive good support to develop their language and are good communicators. For example, the childminder encourages children to explore stories and songs.

Personal development, behaviour and welfare are good

The childminder is enthusiastic, kind and caring. She builds good relationships with children. The childminder supports children to learn about other people and the world around them. For example, they spend time in the community and celebrate a range of cultural festivals. Children are confident, their behaviour is good and they respond to the childminder's expectations. For example, the childminder reminds them how to treat their toys and reinforces good behaviour with lots of praise. The childminder gives children positive messages about how to lead a healthy lifestyle. For instance, children have a healthy balanced diet and enjoy many opportunities to play outside.

Outcomes for children are good

Children make good progress and develop within range that is typical for their age. They are eager to join in and enjoy learning. Children have good physical skills and enjoy challenging themselves to persevere to achieve their goals. Children like being independent and enjoy completing tasks relative for their age. For instance, children like getting their shoes and coats ready for the garden. Children are well prepared for their next stage of learning at pre-school or school.

Setting details

Unique reference number	EY310104
Local authority	Kent
Inspection number	827973
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	5
Number of children on roll	6
Name of provider	
Date of previous inspection	1 February 2010
Telephone number	

The childminder registered in 2005 and lives in West Kingsdown, Kent. She offers childcare from 7am to 6pm, Monday to Friday, all year round, except for family holidays and bank holidays. The childminder has a relevant early years qualification at level 3.

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