

Childminder Report

Inspection date

4 May 2016

Previous inspection date

6 July 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

- Children enjoy their time with the childminder. They are independent and relish the opportunity to try things for themselves. For instance, they are determined to try and open packets themselves and they like to get the stool to reach the sink.
- The qualified childminder values the opportunity to further develop her practice. For example, she networks with other childminders and attends training to gain new ideas. For instance, she created a cosy book area to help extend children's interest in stories.
- Children have good relationships with each other. The childminder helps children to understand each other's needs and supports them to play well together. Children share toys well and make sure that they all have something to play with.
- The childminder follows children's interests well. She plans good activities to help children continue to be interested in learning. Children make good progress in their learning and development.

It is not yet outstanding because:

- The childminder has not fully established how she shares learning information with other settings that children attend to help them make even better progress.
- Sometimes, the childminder does not fully explain what might happen, to help children understand how to keep themselves safe.

What the setting needs to do to improve further

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

- extend the information shared with other settings that children attend to support them to make even better progress
- increase further the support given to children to help them understand how to keep themselves safe.

Inspection activities

- The inspector observed the quality of teaching and interactions between the childminder and children.
- The inspector held a joint observation with the childminder and discussed the impact on children's learning.
- The inspector viewed suitability records and read the childminder's policies and procedures.
- The inspector read written references from parents and took their views into consideration.
- The inspector spoke to the childminder and children, at appropriate times during the inspection.

Inspector

Sarah Taylor-Smith

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder has a good understanding of child protection procedures. She knows who to contact if she has any concerns about children's welfare. Partnerships with parents are effective. The childminder asks for parents' feedback on her practice to help her evaluate her service. She shares good information with parents to encourage children's care and learning at home. The childminder support her assistants well to develop their knowledge and skills. For example, she models good practice and plans training for them.

Quality of teaching, learning and assessment is good

The childminder tracks children's learning well. For instance, she writes monthly reports to summarise their achievements to help her focus support for their future development. Children learn that writing has meaning. For example, children look at their favourite books and the childminder helps them to explore their names on their pegs. The childminder uses technology well with children. For instance, children enjoy looking at pictures of themselves and their friends on the computer tablet and enjoy talking about their experiences. All children are confident communicators. The childminder values what they share and talks to them about what they are doing. For example, young children give good eye contact and explore sounds by babbling.

Personal development, behaviour and welfare are good

The childminder knows children and their families well. Children learn good hygiene practices. For instance, they know which towel is theirs to dry their hands and they thoroughly enjoy cleaning the table ready for lunch. The childminder gives children a good variety of social experiences to support their development. For example, she links with other childminders and takes children on a variety of outings in the community. Children have good opportunities to develop their physical skills. For instance, the childminder supports them to explore in the park and takes them to an indoor play centre.

Outcomes for children are good

Children make good progress in their learning and development. They gain new skills and are working comfortably within levels of development for their age. Children learn to make choices in their play and communicate these well. For instance, they tell the childminder and point to what they would like to play with. Young children have a good understanding of numbers and begin to use them in their play. For example, they pick toys up from the floor and count as they do so. Children learn valuable skills ready for their next stage of learning at pre-school or school.

Setting details

Unique reference number	126843
Local authority	Kent
Inspection number	840584
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	5
Number of children on roll	3
Name of provider	
Date of previous inspection	6 July 2011
Telephone number	

The childminder registered in 1992 and lives in Paddock Wood, Kent. She offers care on weekdays from 7.30am to 6pm, except for bank holidays and family holidays. The childminder has an appropriate level 3 qualification. She sometimes works with an assistant. The childminder receives funding to provide free early years education for children aged two, three and four years.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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