

Childminder Report

Inspection date

12 May 2016

Previous inspection date

26 April 2010

The quality and standards of the early years provision	This inspection:	Good	2
	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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children are happy, settled and well cared for. The childminder's nurturing approach enables children to form close bonds with her, which helps support their well-being.
- The childminder provides children with enjoyable, good-quality learning experiences which reflect their interests and stages of development. All children make good progress from their starting points.
- Children's behaviour is managed well and the childminder praises the children for their achievements. This helps promote their self-esteem and confidence.
- The childminder creates a caring and supportive environment for children. Children's opinions are heard and respected. They show they feel happy and safe in her care.
- The childminder reflects on her strengths and areas to further develop. She uses the views of children and parents to help evaluate her provision.

It is not yet outstanding because:

- Children are not always able to fully explore and extend their awareness of the world. For example, they do not have the regular use of real tools and resources to enhance their play further.
- The childminder does not always explore ways to further engage parents to provide even more information about their children's home learning and achievements.

What the setting needs to do to improve further

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

- build on opportunities for children to increase their understanding of the world and develop their play experiences further
- encourage parents to provide more information on their children's achievements at home, to improve the tracking of children's progress.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector viewed relevant documentation, children's records and the childminder's policies and procedures.
- The inspector spoke to and interacted with the childminder and children during the inspection.
- The inspector took the written views of parents into account.
- The inspector discussed the childminder's self-evaluation process with her.

Inspector

Mary Vandpeer

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder displays a good understanding of the procedure to follow should she have any concerns about a child in her care. She has a broad range of policies and procedures to support her good practice. The childminder tracks the progress of individual children. She is quick to identify children's strengths and areas for development to help in their learning. The childminder establishes her partnership with parents well overall. They are very positive about the service and support she provides. She also establishes good links with local early years provisions to help promote continuity in children's learning. The childminder develops her teaching skills well. For example, she regularly meets with other childminders to share ideas for good practice.

Quality of teaching, learning and assessment is good

The childminder has a good knowledge about how children learn and develop, and has effective observation and assessment processes in place. This helps her to monitor the progress each child makes. She uses the information gained to help plan their next steps and individual learning. The childminder uses questioning well to check children's understanding and to help provide further challenges in their future play. Children's early mathematical skills are supported appropriately. For example, they count toy cars and the different flowers in the garden with encouragement from the childminder. The childminder also promotes children's communication development. For example, they all share deep conversations about what they are doing and what might happen next.

Personal development, behaviour and welfare are good

Children's personal, social and emotional development is given good attention by the childminder. Visits to local groups help children learn to interact with others and how to share and take turns, for example. The children respond very well to the childminder's affection and praise, and listen to her when she asks them to do something important. The childminder promotes healthy lifestyles; for example, children enjoy nutritious, balanced snacks and follow good hygiene practices. Children also have plenty of opportunities to be active and benefit from regular fresh air and exercise.

Outcomes for children are good

Children learn to be independent; for example, they choose what they play with and where. They enjoy playing outside, exploring the sand and water and what happens when the two are mixed together. Children play with brushes and water, helping to enhance their creative and physical development. Children develop skills to help them prepare for the next stage in their lives.

Setting details

Unique reference number	126354
Local authority	Kent
Inspection number	1048107
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 4
Total number of places	5
Number of children on roll	1
Name of provider	
Date of previous inspection	26 April 2010
Telephone number	

The childminder registered in 1994 and lives in Ashford, Kent. She operates her service from Monday to Friday, all day, for most of the year and on some weekends, with the exception of bank holidays and family holidays.

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