

# Childminder Report

**Inspection date**

17 May 2016

Previous inspection date

3 December 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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 has made significant improvements since her last inspection. For example, she now evaluates her service well to help target areas of weakness and set targets for improvement. The childminder has kept her documentation up to date.
- Children behave well. The childminder provides children with clear explanations and guidance to help children manage their own behaviour effectively.
- The childminder uses the information from her observations and assessments well to plan activities to challenge children and take their learning further. Children make good progress and are ready for their next stage in learning.
- Children are happy and enjoy their time with the childminder and her assistant, who meet each child's individual needs well and interact positively with them.
- The childminder completes thorough risk assessments of her environment. This helps children to be able to play safely in their surroundings.
- The childminder monitors children's development effectively. This helps her identify any potential gaps in development early and provide the appropriate support.

### It is not yet outstanding because:

- The childminder is not always successful in forming secure partnerships with all other settings that children attend to share a wide range of information about their learning.
- The childminder does not make the most of all opportunities to fully develop children's understanding of other cultures, customs and each other's backgrounds.

## What the setting needs to do to improve further

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

- strengthen the partnership working with all other settings children attend to share a wider range of development information and help build on what children know and can do elsewhere
- provide more opportunities for children to extend their awareness of the differences between themselves and others.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning and development.
- The inspector viewed all the premises used for childminding.
- The inspector viewed a range of documentation, including suitability checks and children's records.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.

### Inspector

Sarah Stephens

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder and her assistant have a good understanding about how to refer any concerns about a child's welfare. The childminder is clear about monitoring the suitability of adults who have access to children, including secure recruitment and vetting processes for assistants. The childminder monitors and evaluates the work of her assistant well. For instance, she observes her practice and identifies training to suit her individual needs. The childminder attends regular training and uses what she learns to develop her practice, knowledge and skills. For example, she has increased her understanding of the different ways that children learn through their play.

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

The childminder and her assistant effectively promote children's learning and development. The childminder plans activities and involves children in the process. For example, she asks children to find the equipment they need for their ice activity. This helps keep their interest and motivation. The childminder and her assistant support children's mathematical skills through activities, such as counting orange segments and pictures of fruit in a book. The childminder builds children's literacy skills. For example, she reads to them, repeating phrases, and children enthusiastically join in. The childminder provides regular opportunities to involve parents in their children's learning, including daily discussions, and sharing development folders and memory sticks with photographs of children's activities. This helps parents to continue their children's learning at home.

### Personal development, behaviour and welfare are good

The childminder provides a stimulating and welcoming environment. Children freely explore their surroundings and engage in a wide range of activities that the childminder plans or that they can choose themselves. Children form secure emotional attachments and positive relationships with the childminder and her assistant. They quickly recognise when children need extra care and support, when they are tired or unsettled because they are teething, for example. The childminder and her assistant support children's well-being and they provide daily opportunities for children to be physically active.

### Outcomes for children are good

Children make good progress and are ready for their next stage in learning. They are confident to talk to adults and tell them what they would like to do next. Children maintain their focus in activities and are eager to learn. They build their independence, such as peeling their own fruit and putting on their own shoes. These are important skills they need for their future learning.

## Setting details

<b>Unique reference number</b>	EY402466
<b>Local authority</b>	Kent
<b>Inspection number</b>	1049321
<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 - 7
<b>Total number of places</b>	4
<b>Number of children on roll</b>	10
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	3 December 2013
<b>Telephone number</b>	

The childminder registered in 2009 and lives in Aylesford, Kent. She offers care all day, from Monday to Thursday, throughout the year. The childminder receives funding to provide free early education for children aged two, three and four years. She works with an assistant.

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