

Childminder Report

Inspection date	24 May 2016
Previous inspection date	6 February 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	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 and children have trusting relationships with each other. This supports children to develop a good level of emotional well-being and self-esteem.
- Children develop good communication, listening and speaking skills. The childminder supports their development well. For example, she encourages them to think about the questions that she asks and share their ideas.
- Varied play opportunities and resources help children to develop their creativity and imagination well. For example, they enjoy role play experiences, and art and craft activities.
- The childminder maintains good communication links with other early years professionals to encourage a consistency of care and learning. For example, she shares children's progress and next steps in learning with other settings that they attend.
- Children have good opportunities to develop their mathematical skills. This helps to prepare children for the move to school. For example, they learn to count accurately.
- Effective health and hygiene routines help children to understand the importance of healthy lifestyles. For example, they enjoy the fruit kebabs that they make for snacks.

It is not yet outstanding because:

- The childminder misses some opportunities to provide a wide range of experiences for children to explore and investigate the natural world around them.
- The childminder does not always make the most of all areas of the environment to help children extend their early reading and letter recognition skills.

What the setting needs to do to improve further

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

- extend the range of experiences for children to explore and investigate the natural world
- improve the use of all learning environments to help children develop their early reading and letter recognition skills further.

Inspection activities

- The inspector viewed the areas of the childminder's home that children use.
- The inspector observed the childminder interacting with the children.
- The inspector sampled written documentation, including children's progress reports, policies and procedures.
- The inspector spoke to the children and the childminder at convenient times.
- The inspector gathered the views of parents.

Inspector

Kelly Hawkins

Inspection findings

Effectiveness of the leadership and management is good

The childminder effectively includes children's interests and individual needs in her planning. She accurately tracks and monitors children's progress. This helps her to highlight any gaps in learning and provide support to close them quickly. The childminder regularly evaluates and reflects upon her practice to help her encourage positive outcomes in children's learning. For example, she rotates resources to keep children engaged and interested to learn. She continues to improve her knowledge and keeps up to date with new ideas. For example, she attends training to develop her understanding of how children learn. The childminder engages parents effectively and maintains a positive partnership. For example, they have meetings when children start to establish starting points, and parents contribute to the learning records. This supports children to make good progress through a positive level of consistency in their care and learning. The childminder shows good understanding of the safeguarding procedures to follow if she has concerns about children's welfare. Safeguarding is effective.

Quality of teaching, learning and assessment is good

The childminder supports children's learning well. She includes them in decisions about activity planning and builds on their interests. For example, children who show interest in horses visit the local farm and role play with horse-related toys. Children engage in interesting activities that develop their understanding of how things work. For instance, as they bake cakes and cookies they learn how the ingredients mix together and about the cooking process. The childminder prepares children well for school. For example, they visit the school and she shares details about children's progress with the teachers.

Personal development, behaviour and welfare are good

Children are confident, happy and settled. For example, the childminder gives constant praise and encouragement to children, who gain a sense of pride in their ideas and achievements. The childminder is a positive role model, and children are polite and behave well. Children develop good physical skills. For example, they visit local parks where they challenge their climbing and balancing abilities on the large play equipment. The childminder supports children's understanding of people's similarities and differences within society well.

Outcomes for children are good

All children make good progress in their learning and development in relation to their starting points. Children develop good skills to manage the move to school well. For example, they develop positive social skills, such as happily taking turns and sharing as they play. Children are kind and respectful. They develop good independence to support their future learning well. For example, they are very keen to help prepare the activities.

Setting details

Unique reference number	EY252101
Local authority	Kent
Inspection number	1048823
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 8
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	6 February 2013
Telephone number	

The childminder registered in 2003. She lives in the village of Eccles, near Aylesford, Kent. The childminder cares for children Monday to Friday, from 7am to 6pm, all year around.

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