

Childminder Report

Inspection date

Previous inspection date

26 May 2016

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 and fully involve her in their play. For example, they spend a long period of time playing with the sand and water and mixing them together to explore different textures and to form it into shapes.
- Children develop good social skills, helping them to behave well. The childminder is consistent in her approach to behaviour management and she teaches children the importance of sharing and working together.
- The childminder carries out detailed risk assessments and takes appropriate action to minimise hazards, helping children to play in a safe learning environment.
- The childminder works closely with other professionals that care for the children to help to provide continuity of care and learning and enable children to make good progress.

It is not yet outstanding because:

- The childminder does not fully extend children's mathematical development. For example, during a cooking activity, the childminder missed opportunities to further extend children's understanding of counting, weighing and measuring.
- The childminder does not always further develop children's knowledge and understanding of the wider world in which they live. For example, she does not teach children about a wide variety of different festivals and celebrations from around the world.

What the setting needs to do to improve further

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

- build on the range of opportunities available to extend further children's mathematical skills
- strengthen opportunities for children to learn about different cultures and the wider world around them.

Inspection activities

- The inspector observed children playing in the main play areas and the garden.
- The inspector spoke with the childminder at appropriate times during the inspection.
- The inspector reviewed documents, including safeguarding and the children's files.

Inspector

Rebecca Hurst

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of child protection procedures to follow and she is fully aware of how to report any concerns regarding children's welfare. The childminder keeps up to date with any changes to legislation. She successfully evaluates her practice and takes action to make effective improvements. For example, she attends regular in-depth safeguarding training to help increase her knowledge even further. The childminder works closely with parents and she shares children's stages of development and any next steps of learning with them. This helps to develop good partnership working and continuity of care and learning for children. The childminder also works closely with parents to review her practice. She successfully uses the information she gathers to help her shape the service that she provides.

Quality of teaching, learning and assessment is good

The childminder has a secure knowledge of children's interests and next steps in learning. She completes detailed observations and assessments, which help her to identify and address any gaps in children's learning. The childminder teaches children well and engages them in their play and learning. For example, she asks effective questions to help challenge children's thinking skills and responses. For instance, she asks them what happens next in their favourite stories, and encourages them to compare sizes of the animals they are using as props. The childminder teaches children how to keep themselves safe, for example, they know what to do in an event of an emergency.

Personal development, behaviour and welfare are good

Children are confident learners and they develop good levels of independence. They readily let the childminder know what activities they would like to play with and help themselves to resources. For example, children asked if they could water the plants outside. The childminder set up the hose and the children found the watering can. They talked about how much water the plants needed and then worked out how they were going to get the water to the plants. This helps children to recall what they have learnt already about how plants grow. The childminder works closely with parents and children to encourage healthy eating. For example, she gives them suggestions on what they can make for healthy packed lunches and teaches children about the effect of physical activity on their bodies.

Outcomes for children are good

Children gain the necessary skills they need in preparation for the next stage in their learning and their move to nursery and school. For example, children learn the importance of listening to others and sharing their views. Children make good progress with their literacy development. For example, children decorate cupcakes to practise their early writing skills.

Setting details

Unique reference number	EY461084
Local authority	Kent
Inspection number	1049940
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	5
Number of children on roll	7
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2013. She lives in Greenhithe, Kent. The childminder works term time only, five days a week.

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