

Childminder Report

Inspection date

8 June 2016

Previous inspection date

3 December 2012

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

- Children play in a safe and secure environment. The childminder completes thorough risk assessments and continually reviews these to help keep children safe.
- Children are active and inquisitive learners. They respond well to the time and space the childminder gives them to be spontaneous in their choice of play. She supports children to develop their play further, such as by introducing more resources that extend their learning.
- Children are very happy with the caring childminder, with whom they have formed a strong relationship. This helps them to feel safe and secure and to be confident to explore the environment. Children are keen and motivated to learn and play.
- The childminder encourages children's mathematical development well. For example, children learn to confidently use numbers and successfully identify shapes.

It is not yet outstanding because:

- The childminder has identified a need to target her professional development to enhance the learning programmes to ensure children make rapid progress from their starting points.
- The childminder does not always monitor the quality of children's learning experiences effectively, particularly in relation to groups of children that attend.

What the setting needs to do to improve further

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

- target precise areas for professional development to strengthen skills in providing activities that are tailored specifically to meet the needs of individual children and enable them to make the best possible progress
- continue to develop monitoring of the quality of activities children engage with to ensure that all children, including particular groups that attend, gain the most from the full breadth of experiences offered.

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector had discussions with the childminder, her co-childminder, parents and children.
- The inspector took into account the views of parents.
- The inspector and the childminder completed a joint observation together.
- The inspector sampled a range of documentation, including children's records and safeguarding procedures.

Inspector

Karen Scott

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder has good knowledge of safeguarding procedures and is aware of her responsibilities. She works closely with the other childminder and parents to review her practice and to improve outcomes for children. Parents are welcomed warmly and encouraged to be part of their children's time at the setting. For example, they are encouraged to share information about their children's learning and development to enable the childminder to build on what children know and can do. The childminder shares information about children's developmental progress with other settings that they attend to help them continue with learning.

Quality of teaching, learning and assessment is good

The childminder knows the children that she cares for very well. She plans activities that extend on their knowledge through experiences that they are keen to join. The childminder has a good knowledge of how children learn. She encourages children's independence and their ability to make choices. For example, following a child's interest in an empty box, the childminder provided other interesting resources to help them design and construct using their imagination and critical thinking skills. The childminder uses books and stories effectively to support children's early reading and communication skills. For example, following a story about trains she built on their knowledge through discussions about train travel and supported children to act out the story to consolidate their learning.

Personal development, behaviour and welfare are good

The childminder works very closely with parents to ensure that children's needs are met. This helps children to settle very well. Children make choices from the toys and resources available and use these effectively to build on their learning. They confidently take toys to different parts of the home to continue with their theme of play. Children receive plenty of praise for their achievements, which helps to develop their self-esteem very well. They show pride in their achievements, such as sharing their artwork with others. Children receive support and guidance about playing safely, which helps to build and develop their knowledge of staying safe. They learn about keeping themselves healthy, such as knowing when and why they need to wash their hands.

Outcomes for children are good

Children are confident and independent learners. They are keen to undertake challenges in the supportive environment. Children develop positive social skills, such as through regular visits to local children's groups. Children make good progress and are well prepared for the next stages in learning.

Setting details

Unique reference number	126197
Local authority	Kent
Inspection number	1048650
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 6
Total number of places	6
Number of children on roll	7
Name of registered person	
Date of previous inspection	3 December 2012
Telephone number	

The childminder registered in 1999. She lives in Ashford, Kent, and works with another childminder from her home. The childminder offers her service from 7.30am to 5.30pm, Monday to Friday, all year round.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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