

Childminder Report

Inspection date

14 June 2016

Previous inspection date

22 October 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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's self-evaluation is accurate and includes the views of the parents. She takes effective action to constantly improve the quality of her provision.
- The childminder provides a broad range of interesting outings. For example, children enjoy experiences at local zoos and beaches.
- Children learn about differences and similarities. They also learn to respect one another.
- The childminder keeps her skills up to date to ensure that the quality of teaching is consistently strong. For example, she attends regular training and puts what she learns into practice. This benefits children.
- Children are well prepared for starting school. They make good progress, particularly in early literacy and mathematics.
- The childminder maintains a stimulating and welcoming environment, indoors and outdoors. This helps to keep children motivated and interested.
- The childminder builds strong partnerships with parents. This helps to maintain a consistent and personal approach to children's learning and development.

It is not yet outstanding because:

- Children do not always have the opportunity to build on their knowledge and understanding of the world and develop further independence. For example, they do not always help to prepare food.

What the setting needs to do to improve further

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

- consider ways to further develop children's understanding of the world and enhance their growing independence.

Inspection activities

- The inspector observed the children at play in the childminder's house.
- The inspector observed children and the childminder interacting and playing and the impact that this has on children's learning and development.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector looked at children's records and evidence of the childminder's suitability checks and qualifications.

Inspector

Kimberley Luckham

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of the child protection procedures to follow and she is fully aware of how to report any concerns regarding children's welfare. The childminder accurately assesses, tracks and monitors children's progress. This helps her to highlight any gaps in learning and provide support to close them quickly. For instance, she identified a gap in the development of the children's writing skills. As a result, she purchased new writing equipment and encourages the children to explore making marks during planned activities as well as everyday opportunities. The children enjoyed forming letters and marks on the dry garden fence with large brushes and water. This supports their early literacy skills.

Quality of teaching, learning and assessment is good

The childminder has a secure knowledge of children's interests and the next steps they need to take in their learning. The childminder teaches children well and engages them in their play and learning. She asks effective questions to help challenge children's thinking skills and responses. For instance, she encouraged the children to think about the effect that a magnet might have on different objects and provided clear explanations when they asked questions about this.

Personal development, behaviour and welfare are good

Children are confident, happy and settled. The childminder gives constant praise and encouragement to them, and they gain a sense of pride in their ideas and achievements. The childminder is a positive role model, and children are polite and behave well. They develop a good understanding of diversity beyond their immediate family experience. For example, they take part in activities that teach them about people and celebrate festivals from around the world. The children learn to keep themselves safe and to follow good hygiene routines. For example, they follow a visual picture timeline demonstrating the handwashing routine and sing along to a handwashing song. Children are developing an awareness of the need for a healthy diet. They have nutritious meals and snacks and enjoy exploring displays that encourage healthy eating.

Outcomes for children are good

All children make good progress in their learning and development in relation to their starting points. They maintain their focus in activities and are eager to learn. Children develop good mathematical skills. They discuss measure and use mathematical language as they make salt dough. Children develop good skills for moving on to the next stage of their education or school.

Setting details

Unique reference number	EY385490
Local authority	Kent
Inspection number	1049193
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	6
Name of registered person	
Date of previous inspection	22 October 2014
Telephone number	

The childminder registered in December 2008. She lives in Peene, near Folkestone, Kent. The childminder looks after children on Tuesdays, Wednesdays and Thursdays from 7.30am to 6pm all year.

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