

Childminder Report

Inspection date

5 July 2016

Previous inspection date

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

- The childminder provides a stimulating and welcoming environment. Children are happy and clearly enjoy their time with him.
- Children make good progress. The childminder uses the information from his observations and assessments well to support their next stage in learning.
- The childminder provides regular opportunities to involve parents in their children's learning. For example, he has daily discussions and shares children's development records with them. This helps parents to be able to continue their children's learning at home.
- The childminder monitors children's progress well to help identify any gaps in development early and plan for their individual learning and care needs. He works closely with his co-childminder as a cohesive team.
- Children build their understanding of healthy lifestyles. For example, the childminder provides nutritious meals and provides daily opportunities for children to be physically active.

It is not yet outstanding because:

- The childminder does not always give children enough time to think and provide their own solutions in play.
- The childminder does not make the most of opportunities to help children learn about each other's backgrounds and diversity.

What the setting needs to do to improve further

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

- increase opportunities for children to think for themselves and learn how to solve problems
- continue to build on children's experiences to help them learn about different people's lives and traditions to extend their understanding of diversity.

Inspection activities

- The inspector spoke to the childminder at appropriate times through the inspection.
- The inspector viewed all part of the premises used for childminding.
- The inspector observed children engaged in activities.
- The inspector viewed a range of documentation, including suitability checks and children's development records.

Inspector

Sarah Stephens

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of the signs that would cause him concern about a child's welfare and the processes to follow. He uses the views of parents, children and other professionals to help evaluate his service well. The childminder identifies areas of weakness and sets targets for improvement. This helps develop the quality of the provision and provide better outcomes for children in his care. The childminder works well with other settings that children attend to support a consistent approach in meeting children's learning and care needs. He understands how to monitor the work of his assistants and identify their training needs.

Quality of teaching, learning and assessment is good

The childminder knows how to effectively promote children's learning and development. He interacts positively with them and adapts his good teaching skills according to their different stages of development. For example, the childminder encourages older children to recognise numbers on bricks and he encourages the younger children to count them. This also effectively supports their mathematical development. He builds children's literacy skills. For instance, the childminder reads to them and identifies the words with his finger to help children see that print carries meaning. He takes time to listen to children's conversations as they talk about their experiences outside of the setting. This supports their communication and social development well.

Personal development, behaviour and welfare are good

Children form secure emotional attachments and positive relationships with the childminder. They have opportunities to lead their own play and are able to make their own choices. For example, children ask the childminder to play a dinosaur game with them, which he does. He provides clear guidance and explanations to help children learn to manage their own behaviour. For example, the childminder reminds them about being kind and encourages them to take time out to think about the consequence of their actions. Children learn to keep themselves safe; for example, the childminder practises regular emergency procedures with them.

Outcomes for children are good

Children make good progress and are ready for their move to school. They start to recognise numbers up to seven and put them in order. This builds their mathematical skills. They are confident to express their ideas and ask for help when they need it. For example, children hold the confetti tub out for the childminder to open for their gluing activity. They enjoy using books to develop their learning with the childminder's support.

Setting details

Unique reference number	EY477524
Local authority	Kent
Inspection number	980579
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	9
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2014 and lives in Ashford, Kent. He works with a co-childminder and two assistants. They offer care Monday to Friday, from 7am to 7pm, throughout the year.

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