

# Childminder Report

**Inspection date**

13 July 2016

Previous inspection date

22 April 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 has worked hard to improve her practice since the last inspection. For example, she now provides good-quality care and education to children and involves parents well in their children's learning.
- The childminder forges good relationships with children and their parents, to promote continuity in children's care and learning. Parents feel their children are very happy, safe and content, and that they are developing well.
- The childminder offers children a good range of motivating play experiences overall, to help them progress well and become ready for their next stages of learning.
- Children respond well to the childminder's warm interactions. Her good care helps them to feel safe and secure as they confidently play and learn.

### It is not yet outstanding because:

- Occasionally, the childminder does not offer children more opportunities to explore different materials, textures and resources, to further build on their learning needs.
- Sometimes, the childminder does not make the most of books and other printed materials to fully encourage younger children's interest and learning.

## What the setting needs to do to improve further

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

- create even more opportunities for children to explore different textures, materials and resources, to build on their preferred ways of learning
- engage younger children's interest in looking at books and other printed resources, to further encourage their curiosity and learning.

### Inspection activities

- The inspector viewed the areas of the childminder's home that she uses with children.
- The inspector observed the childminder interacting with the children as they played and followed routines.
- The inspector and the childminder evaluated the effectiveness of an activity together.
- The inspector took parents' views of the provision into account and spoke to the childminder about how she meets requirements.
- The inspector sampled some of the childminder's documents and records that she uses to support children's care and learning.

### Inspector

Stephanie Graves

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder has a clear understanding of safeguarding issues and of the procedures to follow should she become concerned about a child's welfare. Her home is safe and secure and she supervises children closely, including those who are just learning to stand and walk. The childminder keeps up to date with changes in requirements and develops her knowledge and practice in a number of ways. She uses what she learns to improve her teaching skills and children's experiences. She reflects well on her provision and the progress that children make, to continually improve her practice and outcomes for children.

### Quality of teaching, learning and assessment is good

The childminder knows children very well and extends their learning effectively. She observes and assesses their progress well and uses what she finds out to plan challenging activities and close any gaps in their learning. She provides a good range of resources and learning experiences overall, to stimulate and extend children's curiosity and learning. For example, as children play and move small plastic balls around in a ball pit, she uses language to help them learn about position, colour and shape. She asks children interesting questions and introduces new words and phrases well, to help them develop good early communication and language skills.

### Personal development, behaviour and welfare are good

The childminder and the children enjoy good relationships and children show that they feel confident and happy. They display obvious affection towards the childminder and enjoy snuggling in for a cuddle. The childminder promotes children's early awareness of diversity well through the everyday resources and experiences she provides. She offers a very welcoming and stimulating learning environment where children develop good levels of emotional well-being and are motivated to learn. The childminder meets children's physical needs well. For example, she knows instinctively when they are hungry or need to sleep. She provides healthy snacks and encourages children to feed themselves independently and to try new foods, to encourage their good health. Children, even those who are very young, begin to learn about good manners and positive behaviour.

### Outcomes for children are good

The very young children attending enjoy using a good range of freely available toys. They play happily and are motivated to try new experiences. For example, they enjoyed crawling in and out of a cardboard box and solved problems as they discovered how to operate interactive toys. They pressed buttons, moved switches and listened to the tunes and songs made by their actions. Children develop good skills for later learning.

## Setting details

<b>Unique reference number</b>	125259
<b>Local authority</b>	Kent
<b>Inspection number</b>	1054681
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	22 April 2015
<b>Telephone number</b>	

The childminder registered in 1991. She lives in Chatham, Kent. She offers care to children each weekday throughout most of the year.

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Piccadilly Gate  
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