

Childminder Report

Inspection date

15 August 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

- Children learn the importance of healthy lifestyles. They develop good physical well-being. For example, they take an active role in helping to prepare healthy snacks.
- The childminder establishes secure and trusting relationships with children. They have a good sense of belonging and a positive level of emotional well-being.
- There are good opportunities for children to learn new skills to support their future learning, such as counting and completing simple sums.
- Parents have an active role in their children's learning. The childminder maintains positive partnerships with them to help support consistency in their children's care and development. Children make good progress.
- Children have good opportunities to express themselves and develop their creativity. For example, they paint their favourite things from their holidays.
- The childminder regularly evaluates and reviews her practice. For example, she attends training to keep up to date with new ideas. This helps to raise outcomes for children.

It is not yet outstanding because:

- The childminder sometimes misses opportunities to develop further children's understanding of people's similarities and differences within the wider community.
- The childminder does not always make the most of opportunities to encourage children to further explore and investigate the natural world.

What the setting needs to do to improve further

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

- improve the opportunities for children to develop their understanding of people's similarities and differences further
- extend the range of opportunities for children to explore and investigate the natural world.

Inspection activities

- The inspector viewed the areas of the childminder's home that children use.
- The inspector observed the childminder interacting with the children.
- The inspector sampled written documentation, including children's progress reports, policies and procedures.
- The inspector spoke to the children and the childminder at convenient times and gathered the views of parents.
- The inspector jointly evaluated an activity with the childminder.

Inspector

Kelly Hawkins

Inspection findings

Effectiveness of the leadership and management is good

The childminder effectively plans activities and experiences, which relate to children's individual interests and personalities. For example, she provides challenging puzzles to extend children's fine motor and problem-solving skills further. She accurately tracks and monitors children's progress. She quickly highlights any gaps in their development and provides timely support to help them catch up. This helps all children to make good progress. The childminder maintains positive relationships with other professionals. For example, she shares children's achievements with other settings that they attend. This helps to support consistency in their care and learning. Children have many opportunities to prepare for their move to school. For example, they visit the school to meet the teachers and read books about going to school. The childminder has good knowledge and understanding of the safeguarding procedures to follow to keep children safe and of who to contact in the event of a concern. Safeguarding is effective.

Quality of teaching, learning and assessment is good

Children develop good communication and speaking skills. For example, the childminder asks thought-provoking questions and gives children sufficient time to think and respond. She reinforces the correct pronunciation of words, such as repeating back words to children while they play. Children develop good imaginative skills. They engage in a range of different role play, such as being doctors and making tea parties. The childminder plans activities that encourage children to be aware of current events. For example, children take part in 'mini Olympics'. They make their own flags and name their own countries to compete in events, such as skittles.

Personal development, behaviour and welfare are good

The childminder is a positive role model. Children know what she expects of them and they follow rules and boundaries. Children behave well and are polite. They make good friendships and are kind to each other. For example, children wait patiently, share and take turns in group activities. Children develop good physical skills and challenge their abilities. They play enjoyable team sports, such as tennis, football and badminton.

Outcomes for children are good

Children learn a wide range of skills that prepares them well for the move to school. They develop good early reading and writing skills. For example, children explore a range of opportunities to make marks. They write letters to form their names and they draw around their bodies. Older children create stories from the marks they make. For example, they use their imaginative skills to create ideas that are more elaborate. Children pretend to be police detectives and use the body drawings as a crime scene.

Setting details

Unique reference number	EY481686
Local authority	Medway Towns
Inspection number	990496
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 7
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 2014. She lives in Rochester, Kent. The childminder cares for children from Monday to Friday, 7.30am to 6.15pm, all year round. The childminder holds a level 3 early years qualification.

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