

Childminder Report

Inspection date

18 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

- The childminder monitors children well and this helps her target appropriate intervention for those who need extra support.
- The childminder has a secure knowledge and understanding of how to support learning and development of young children. For example, she provides children with opportunities to make marks and explore different animal prints in the playdough.
- The childminder provides a range of activities and resources to help increase children's awareness of diversity and their understanding of people and communities beyond their immediate experiences.
- Children make good progress based on their starting points. They are gaining the skills they need for their future learning, such as in readiness for school.
- The childminder keeps her knowledge up to date, such as from training, to help improve her practice.

It is not yet outstanding because:

- Children are not always able to easily choose the resources they want to help encourage their independence and build on their interests, particularly those children who enjoy playing outdoors.
- The childminder, on occasion, does not give children enough time to respond to the questions she asks them before supplying the answer. This does not help them to build consistently on their developing communication and problem-solving skills.

What the setting needs to do to improve further

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

- make better use of the organisation of resources to enable children to independently follow their interests, particularly for those children who prefer being outdoors
- strengthen children's already good communication skills and consistently give them enough time to think about and form their responses.

Inspection activities

- The inspector observed the children at play.
- The inspector observed children and the childminder interacting and playing, and discussed 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 and qualifications.

Inspector

Kimberley Luckham

Inspection findings

Effectiveness of the leadership and management is good

The childminder uses her self-evaluation, which includes the views of parents, to help her accurately identify where to make improvements to her provision. For example, she has recently labelled indoor resources with words and pictures. This helps to extend children's early literacy skills and enables them to follow their own interests more easily. Safeguarding is effective. She identifies potential risks in the environment and addresses these to help children play in safety. The childminder has a good understanding of the child protection procedures to follow. She is fully aware of how to report any concerns regarding children's welfare. There are good partnerships with parents and other providers and this helps provide continuity to children in their learning and development.

Quality of teaching, learning and assessment is good

The childminder makes regular assessments of children's play and achievements. She shares these with their parents to keep them informed. She uses these well to help her identify and address any gaps in children's learning and development. The childminder encourages children's early literacy skills and mathematical development effectively. For example, children enjoy borrowing books from the library and counting cake pieces while pretend shopping. She helps children gain the skills they need for the next stage in their learning. For example, she encourages children to dress and undress themselves appropriately before going outdoors and helps them attempt to write their own name, in readiness for going to nursery or school.

Personal development, behaviour and welfare are good

Children are confident, happy and settled. For example, the childminder gives praise and encouragement to build on children's sense of pride in their ideas and achievements. She is a positive role model and children generally behave well. Children learn to follow good hygiene routines. For example, they follow a picture timeline to help demonstrate the handwashing routine. Children are developing an awareness of the need for a healthy lifestyle. They have healthy snacks and enjoy exploring healthy foods during their play experiences. The childminder develops sensitive, stimulating and interactive relationships with children. For instance, young children seek cuddles and comfort from the childminder when they require a sleep.

Outcomes for children are good

Children develop good concentration skills and are eager to learn. Children develop good mathematical skills. For example, they compare the different sizes of grapes and use mathematical language as they role play being in a shop. Children develop good social skills as they interact with other children and adults, such as through their attendance at local toddler groups and visits out in the local community.

Setting details

Unique reference number	EY478790
Local authority	Kent
Inspection number	980058
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 7
Total number of places	4
Number of children on roll	6
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2014. She lives in Maidstone, Kent. She provides care each weekday, for most of the year.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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