

Childminder Report

Inspection date	17 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 develop their creative skills in a variety of ways. For example, they explore different ways of making marks, such as using sponges for painting.
- The childminder establishes positive partnerships with parents. She keeps them fully involved and informed of their children's progress. There is a good level of shared learning. For example, they regularly share children's achievements with their parents.
- Good teaching helps children progress well and learn skills to support their move to school. They develop mathematical understanding. For example, they count and work out simple sums.
- The childminder teaches the children to understand the importance of healthy eating. For example, together they make banana smoothies for a snack.
- There are secure and trusting relationships between children and the childminder. They are settled and confident. Children have a positive level of well-being, self-esteem and self-worth. They behave well.
- Children have good opportunities to extend their learning and develop an understanding of the world around them. For example, they visit places of interest, such as castles.

It is not yet outstanding because:

- The childminder does not always ensure that children get full benefit from taking part in activities they choose for themselves.
- The childminder does not always help children's communication skills develop as much as she could.

What the setting needs to do to improve further

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

- support children more effectively when they choose to take part in certain activities
- extend support to help develop children's communication skills even further.

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 children and the childminder at convenient times and gathered the views of parents.
- The inspector carried out a joint observation with the childminder.

Inspector

Kelly Hawkins

Inspection findings

Effectiveness of the leadership and management is good

The childminder regularly evaluates and reviews her practice. For example, she invites in other early years professionals to offer constructive opinions on her practice to help identify areas to improve. The childminder builds positive partnerships with other settings children also attend. This supports them to make good progress as this helps heighten the consistency of care in their learning between settings. The childminder checks children's progress on a regular basis. This helps her to highlight quickly any areas of their development that may need support to improve. The childminder has a detailed understanding of the safeguarding procedures to follow to protect the welfare of children. She helps children remain safe in her care. For example, she makes thorough risk assessments of play areas and equipment children use. Safeguarding is effective.

Quality of teaching, learning and assessment is good

The childminder prepares children well for school. For example, she shares children's progress with their new teachers. The childminder knows children well and plans motivating activities to engage them in learning in most areas. For instance, the childminder is good at helping children interested in music, as she helps them listen to rhythms in songs and play instruments, such as recorders. Children have good opportunities to develop their imagination. For example, they act out their favourite stories using props. They happily engage in role play. For example, they pretend to shop and have tea parties.

Personal development, behaviour and welfare are good

The childminder is a positive example in how to treat others. Children behave well and are polite. Children build meaningful friendships. For example, they play hide and seek, showing trust in each other and visibly enjoy each other's company. Children learn about people in the wider community and show understanding and respect for their differences and similarities. For example, they celebrate cultural events and discuss the idea of wearing glasses and hearing aids. Children have good opportunities to develop their physical skills and enjoy challenging their abilities. For example, they play games such as croquet to widen their knowledge of different sports.

Outcomes for children are good

All children make good progress in their learning. Children gain useful skills to support their future learning. They develop good early reading and writing skills as they play. They learn to recognise letters and form letters. For example, they complete letter puzzles and write their own names. Children develop their social skills well. For example, when they play together they show a positive level of maturity as they share, take turns and play fairly.

Setting details

Unique reference number	EY480548
Local authority	Kent
Inspection number	990486
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 7
Total number of places	4
Number of children on roll	3
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2014. She lives in Maidstone, Kent. The childminder cares for children on Monday to Friday from 7.30am to 6pm, all year round.

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