

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

- Children make good progress. They enjoy a wide range of activities and experiences that reflect their interests and next steps in learning.
- The childminder has a secure understanding of how children learn. She organises her home very well, which helps children to make independent choices in their play. Children are eager to learn and explore, and they receive good support from the childminder to help extend their learning.
- Children have good relationships with the childminder and each other. They are happy, confident and settled in her care, which helps to support their emotional well-being effectively. Children develop their social skills. For example, they behave very well, learn to be polite and use good manners.
- The childminder accurately evaluates the quality of her practice. She identifies areas to develop and takes well-planned steps to develop her provision further, such as attending training or developing the range of resources. She has a clear vision for her continuous professional development.

It is not yet outstanding because:

- The childminder does not always provide a variety of opportunities for children to learn about technology.
- The childminder does not always offer children an extensive range of activities and experiences to develop their awareness of diversity in the wider community.

What the setting needs to do to improve further

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

- develop further the opportunities for children to use and learn about technology
- provide a wider range of experiences to help children learn about other people's cultures and backgrounds, to extend their understanding of the wider world further.

Inspection activities

- The inspector viewed all areas used by the children.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector viewed documentation, including children's records, policies and procedures.

Inspector

Nicola Chambers

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has attended safeguarding training and has a good knowledge of child protection. She understands the procedures to follow should she have a concern about a child's welfare. The childminder is mindful of children's safety. For example, she checks her home and garden on a daily basis and takes steps to minimise any risks of harm to children. The childminder has effective partnerships with parents. She shares a good range of information with them to help support a consistent approach to children's care and learning. The childminder monitors children's progress effectively to identify any gaps in their development quickly. This helps her to plan activities to support children's progress.

Quality of teaching, learning and assessment is good

The childminder regularly observes and assesses children play. She successfully identifies children's achievements and what they need to learn next. Children enjoy their time with her and are active explorers. The childminder provides an interesting range of learning opportunities and uses her good teaching skills effectively. For example, she asks children questions to help them think through the problems they encounter in their play, such as how to create a bridge for trains to go under. Children develop good language skills. The childminder carefully listens to children and encourages them to express their own thoughts and ideas. This helps to support their communication and language skills.

Personal development, behaviour and welfare are good

The childminder provides a welcoming and stimulating environment for children. She supports children's emotional well-being effectively. For example, she works closely with parents from the start to find out about children's individual needs and interests. Children settle very well and feel secure in the childminder's care. Children's health and well-being are supported well. For example, they learn about foods that are good for their bodies. Children benefit from daily opportunities to play outdoors and engage in physical exercise. For example, they play in the childminder's garden, go on regular walks and visit local parks. The childminder encourages children to follow good hygiene routines. For example, children learn about the importance of washing their hands before eating.

Outcomes for children are good

Children make good progress from their starting points. They become deeply involved in their activities and develop good levels of concentration. Children develop their early literacy skills well. For example, they enjoy looking at books, discussing aspects of the story and join in with the story using props. Children are inquisitive and curious learners who enjoy asking questions. For example, children are very eager to find out more about the vegetables growing in the garden.

Setting details

Unique reference number	EY483795
Local authority	Kent
Inspection number	999903
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 3
Total number of places	5
Number of children on roll	2
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2014. She lives in Faversham, Kent. The childminder provides care for most of the year from 7.30am to 6pm on Monday to Friday.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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