

Childminder Report

Inspection date	5 September 2016
Previous inspection date	26 February 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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 is kind, considerate and attentive towards the children. This helps children to build secure emotional attachments with her, supporting their well-being and personal development effectively.
- Children behave well. The childminder is a good role model and has high expectations of children's behaviour. She encourages sharing, turn-taking and good manners during daily routines and play.
- The childminder has improved her practice since her last inspection. For example, she has made good use of support from her quality improvement partner to help her identify what she needs to do to make improvements and develop her practice.
- The childminder provides a range of activities that support and motivate children's learning effectively. Children make good progress from their starting points.

It is not yet outstanding because:

- The childminder does not always provide opportunities for younger children to investigate and explore resources, such as natural materials. This does not fully capture their curiosity and encourage them to use all their senses.
- At times, the childminder does not make the best use of opportunities to extend children's mathematical awareness of numbers and counting.

What the setting needs to do to improve further

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

- extend opportunities for younger children to investigate, explore and develop their sense of curiosity
- increase opportunities for children to use numbers and counting during daily routines and play activities.

Inspection activities

- The inspector observed children participating in activities and interacting with the childminder.
- The inspector spoke with the childminder and children, at appropriate times throughout the inspection.
- The inspector reviewed the children's assessment records and a selection of policies and procedures, including safeguarding.
- The inspector carried out a joint observation with the childminder.
- The inspector took account of parents' written views about the quality of the provision.

Inspector

Maxine Ansell

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a secure understanding of her role to safeguard and protect children to help ensure they are safe. She knows how to report any concerns about children's welfare. The childminder has developed her practice since her previous inspection. She now has all the required documentation, including a current paediatric first aid certificate. The childminder tracks children effectively to help monitor their progress and ensure that they receive the support they need. She has good partnerships with parents and regularly exchanges information about their children's progress to assist with home learning. The childminder accesses support, which helps her to develop her provision. For example, she exchanges ideas with other childminders, reads childcare newsletters and works effectively with her quality improvement partner.

Quality of teaching, learning and assessment is good

The childminder uses observations to closely monitor, track and plan activities to extend the children's learning. This helps her to identify and address any gaps in their development. The childminder extends children's communication and vocabulary effectively. For example, she engages older children in positive two-way conversations that help them to develop good speech and language skills and recall past events. She talks to toddlers about their toys and play, giving them eye contact, repeating words and teaching them songs and nursery rhymes to extend their vocabulary. Children enjoy using their imaginations, being creative and learning problem-solving skills. For example, they use different tools and equipment to make models from boxes and different types of paper.

Personal development, behaviour and welfare are good

The childminder gives the children lots of praise and attention and treats them with genuine affection. Children learn to socialise and become confident with other children and adults. They develop their physical skills effectively; for example, children use the play equipment in the garden and the childminder regularly takes them to the local woods and field where they can run and exercise. The childminder consistently helps children to develop their understanding of healthy eating. For example, children plant, tend, grow and eat vegetables from the garden.

Outcomes for children are good

Children make good progress in all areas of learning from their individual starting points. They gain the necessary skills to support their future learning well. For example, children develop good levels of self-confidence, self-esteem and effective communication skills. They talk confidently about previous experiences, select and complete their own activities and involve the other children in their play.

Setting details

Unique reference number	EY283115
Local authority	Kent
Inspection number	1054534
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	26 February 2015
Telephone number	

The childminder registered in 2004 and lives in Herne Bay, Kent. She cares for children Monday to Friday, 7am to 6pm, all year.

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