

Childminder Report

Inspection date

9 September 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 plans a good range of activities to support children's learning. For example, she plans a variety of trips in the local community to help children learn about the world around them.
- Children enjoy a well-planned and interesting environment. For instance, the childminder has carefully considered how she sets out toys, particularly in the garden, to support children's play well.
- The childminder provides good continuity of care and education for children. She communicates well with parents and other early years professionals, and builds strong partnerships to support children's learning.
- Children are independent and develop positive attitudes towards learning. They are determined, motivated and confident. Children make good progress.
- Children form good relationships with the childminder and each other. They enjoy playing together and develop good social skills. Children behave well. The childminder consistently encourages good manners and praises children frequently.

It is not yet outstanding because:

- Sometimes, the childminder is too quick to suggest ideas and additional activities so children do not always fully explore what they are doing.
- Occasionally, the childminder misses the opportunity to support younger children to discuss their feelings to help them further understand them.

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 fully explore their interests and ideas
- build further on the opportunities to help younger children to recognise and understand their feelings.

Inspection activities

- The inspector observed the quality of teaching inside and outside and assessed the impact of this on children's learning.
- The inspector took into account parents' responses to the childminder's questionnaires.
- The inspector completed a joint observation with the childminder and jointly evaluated this with her.
- The inspector spoke to the childminder at appropriate times during the inspection.
- The inspector viewed children's learning records, and read and discussed the childminder's self-evaluation.

Inspector

Sarah Taylor-Smith

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands how to keep children safe and what to do if she has any concerns about their welfare. For example, she ensures that her home is safe and places a high emphasis on implementing additional safety measures on outings. The childminder is keen to extend her skills and professional knowledge. For example, she attends training and meets up with other childminders to share ideas and skills. Self-evaluation is effective. The childminder reflects on her strengths and seeks the views of parents and assistants to help improve her practice. The childminder supports her assistants' knowledge well. For example, she shares her policies and procedures with them and encourages them to attend training to develop their skills.

Quality of teaching, learning and assessment is good

The childminder reviews children's learning well to assess their progress. She identifies areas where they need further support and puts plans in place to help them develop these skills. Young children begin to have an understanding of mathematics. For instance, the childminder role models counting and they explore shapes through books and songs. The childminder supports children with special educational needs well. She ensures that she has a good understanding of their needs and offers them additional support to help them make good progress.

Personal development, behaviour and welfare are good

The childminder builds good relationships with children. They are settled and happy in her care. The childminder supports children's understanding of similarities and differences between themselves and other people. For example, she explains to children that a wooden ring will fit their fingers as they are small but not fit hers as she is bigger. Children receive good opportunities to be physically active and lead healthy lifestyles. For instance, the childminder ensures that they have a wide range of opportunities to be active. Children enjoy learning how to manage their personal hygiene. For instance, they are keen to wash their hands and know when to do so.

Outcomes for children are good

All children make good progress in their learning and development from their individual starting points. They learn key skills in readiness for their next stage of learning and starting school. Children learn about the world around them. For example, they confidently help to feed animals and know how to behave around them. Children have opportunities to socialise and spend time with other children. For instance, children learn to share, take turns and talk to others.

Setting details

Unique reference number	EY476392
Local authority	Kent
Inspection number	975518
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 6
Total number of places	5
Number of children on roll	5
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2014 and lives in Northfleet, Kent. She offers care from 6.30am to 6.30pm for 48 weeks of the year. The childminder works with assistants. She receives funding for free early years education for children aged two, three and four years.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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