

Childminder Report

Inspection date	9 September 2016
Previous inspection date	19 November 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

- Children are confident and enjoy the company of the childminder, who provides a positive role model to them. Children behave well and are polite. They develop good levels of self-esteem and a strong sense of belonging.
- The childminder supports children to develop good communication skills. For example, she encourages discussions and asks questions that help children think and respond.
- Children develop their understanding of mathematics well. For example, they discuss the quantity and shape of toy money. Children make good progress and develop a range of skills to support their future learning.
- The childminder regularly evaluates and reviews her practice. Since her last inspection, she has made positive improvements and developed her skills and knowledge. For example, she has completed further training.
- The childminder makes effective use of the local area to extend children's learning. For example, children learn about the natural world, such as through visits to farms.

It is not yet outstanding because:

- The childminder sometimes misses opportunities to develop children's understanding and use of technology, to help further develop their awareness of how things work.
- The childminder does not always make the most of partnerships with other early years settings that children attend, to support a more consistent approach to meeting their care and learning needs.

What the setting needs to do to improve further

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

- extend children's understanding and use of technology, to help raise their further awareness of how things work
- develop further the partnerships with other early years settings children also attend, to more consistently support their care and learning needs.

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 that the childminder uses, including children's progress reports, and policies and procedures.
- The inspector spoke to children and the childminder at convenient times and gathered the views of parents.
- The inspector and the childminder observed children during an activity and completed a follow-up discussion about children's learning and progress.

Inspector

Kelly Hawkins

Inspection findings

Effectiveness of the leadership and management is good

The childminder uses children's interests effectively to plan for their individual learning and progress. She accurately tracks and monitors children's progress. This helps her to identify and close any gaps in children's development promptly. The childminder establishes a positive partnership with parents. She shares children's next steps in learning with parents and encourages them to contribute information about their children's learning at home. This helps to support a consistent approach to children's care and learning. The childminder has a good knowledge and understanding of how to protect children's welfare. She has detailed safeguarding policies and knows who to contact if she has a concern regarding a child's welfare. Safeguarding is effective.

Quality of teaching, learning and assessment is good

Children have good opportunities to develop their creativity and use their own ideas. For example, they created coloured sand models. The childminder builds on children's interests well during play. She used children's interest in a film character to encourage them to use their imagination and small physical skills to build a spaceship. In addition, she extended children's knowledge of the world, such as through discussions about outer space. Children learn about how plants grow and how to care for them. For instance, children read a story about a sunflower, visited a garden centre and grew their own plants. The childminder supports children to manage the move to school well. For example, children develop independence in managing their own personal needs.

Personal development, behaviour and welfare are good

Children learn to respect other people's similarities and differences. For instance, they celebrate cultural festivals and events from around the world. Children develop meaningful friendships and gain positive social skills, such as when they play games that require them to share and take turns. Children learn the importance of healthy lifestyles. They enthusiastically help to prepare healthy snacks. Children take part in a wide variety of activities that help to develop their physical skills and challenge their abilities. They play bowling and bean bag hoopla, helping to develop their hand-eye coordination, and use large-scale equipment at the park.

Outcomes for children are good

Children are well prepared for their future learning, including the move to school. They make good progress from their individual starting points. Children develop competent early reading skills. For example, they recognise letters on stickers and put them in order to form their name. Children show a keen interest in stories. They make up stories using their own ideas. Children confidently make independent choices about their play, choosing for themselves what they want to do.

Setting details

Unique reference number	125317
Local authority	Kent
Inspection number	1057471
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	6
Number of children on roll	2
Name of registered person	
Date of previous inspection	19 November 2015
Telephone number	

The childminder registered in 1998. She lives in Swanley, Kent. The childminder cares for children Monday to Friday, from 7.30am to 6.30pm, all year round. The childminder holds a relevant level 3 early years qualification.

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