

Childminder Report

Inspection date

26 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 qualified childminder and her assistant have a strong focus on professional development. For example, they attend training to keep their knowledge up to date. They work together effectively to improve outcomes for children.
- All children make good progress. Children are independent and enjoy completing tasks themselves. For instance, they learn to put on their own shoes and coats for the garden.
- The childminder has an in-depth and detailed understanding of how to keep children safe. For example, children are involved in looking at risk assessments to consider how they can keep themselves safe.
- Children receive good quality teaching and learning experiences. The childminder and her assistant use ongoing observations of children's learning and have an accurate understanding of children's abilities.

It is not yet outstanding because:

- Children do not have many opportunities to develop their concentration skills to enable them to explore some activities in greater depth.
- Sometimes, younger children are not aware of what is happening next to be fully involved and engaged in any changes of routine.

What the setting needs to do to improve further

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

- extend opportunities to develop children's concentration skills, to better support their engagement in learning
- continue to develop the support young children receive to know what is going to happen next so they are more involved in changes of routine.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact of this on children's learning.
- The inspector jointly evaluated an activity with the childminder and talked about children's learning.
- The inspector read written feedback from parents.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector read written documents that the childminder uses to support her practice.

Inspector

Sarah Taylor-Smith

Inspection findings

Effectiveness of the leadership and management is good

The childminder and her assistant work well together. The childminder gives her assistant good support and they jointly evaluate their practice well. For example, they have professional discussions about the activities and experiences that they provide for children and how to develop the environment. Arrangements for safeguarding are effective. The childminder is knowledgeable about current issues that could affect children's safety and welfare. The childminder has good systems in place to monitor and track children's learning. She is aware of how children are developing and seeks additional support when it is needed. Partnerships with parents are good. For instance, the childminder provides parents with ideas about how to develop their children's learning at home.

Quality of teaching, learning and assessment is good

Children enjoy a good range of role play opportunities. For example, they pretend to be vets looking after animals and they pretend to serve each other in the garden centre. The childminder extends children's knowledge and language skills well. For instance, she explains what an x-ray machine is and how it is used to look at bones. Children develop an interest in stories and the childminder places a strong emphasis on exploring books. Children have trips to the library and the childminder talks to them about their favourite stories and makes links to their play. The childminder supports children's mathematical development well. For instance, she sings counting songs with younger children and supports older children to think about concepts such as 'light' and 'heavy'.

Personal development, behaviour and welfare are good

Children enjoy their time with the childminder and playing with other children. The childminder supports children well to learn about their own cultures and languages and how these might be different to others. For example, children who are learning English as an additional language are well supported to explore their own languages. Children behave well and learn to manage their feelings. For instance, the childminder encourages children to take turns with resources and warmly praises them when they are able to share toys. Children have regular opportunities to be active and involved in physical play.

Outcomes for children are good

Children make good progress. They learn a good range of skills to prepare them for pre-school or school. Children make choices in their play and are confident to ask questions. For instance, they ask the childminder when they are not sure how something can be used. Older children have opportunities to develop their literacy skills. For example, they access activities to learn about letters and sounds. Children are motivated to explore and keen to learn.

Setting details

Unique reference number	EY476688
Local authority	Kent
Inspection number	973029
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 6
Total number of places	5
Number of children on roll	4
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2014 and lives in Maidstone, Kent. She provides care on weekdays between 7am and 5pm throughout the year, except bank holidays and family holidays. She holds an appropriate early years qualification at level 3. The childminder works with an assistant.

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