

# Childminder Report

<b>Inspection date</b>	30 September 2016
Previous inspection date	27 November 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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 happy and confident. They enjoy a range of creative and engaging activities, both inside and in the garden, that help extend their learning and support their progress effectively.
- Children enjoy interesting and animated interactions with the childminder. For example, she uses her voice dramatically to engage them. The children listen to her well and she supports their communication skills successfully.
- Children acquire good mathematical skills. For example, they counted how many figures they could fit on a toy roundabout.
- The childminder has a good understanding of her responsibilities. She has met the recommendations set at her last inspection. She seeks the views of other childminders to help evaluate her practice and improve her provision.
- Children learn to be independent in managing their own needs. This helps to prepare them for the next steps in their learning, including school.

### It is not yet outstanding because:

- On occasions, the childminder does not recognise when to allow children more time to consider their thoughts to respond to her questions.
- The childminder does not consistently extend opportunities for children to learn about people and communities beyond their immediate experience.

## What the setting needs to do to improve further

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

- provide children with more time to think for themselves to help challenge their thinking further
- build on opportunities for children's learning about the differences between themselves and others in the local community and the wider world.

### Inspection activities

- The inspector observed children's activities indoors and in the garden.
- The inspector spoke with the childminder during the inspection about children's learning and progress.
- The inspector discussed safeguarding practices with the childminder.
- The inspector sampled a range of documentation including children's learning records and policies and procedures.
- The inspector took account of the views of parents.

### Inspector

Lucy Whitestone

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands her role and responsibility in keeping children safe and knows the actions to take if there are concerns for children's welfare. For example, she is aware of the indicators that children are at risk of being exposed to extreme ideas about right and wrong. Children are aware of how to keep themselves safe. For example, they know that they must hold the childminder's hand to cross the road. The childminder develops good relationships with parents, whose feedback is positive. Parents particularly appreciate the warmth and care the children receive and the outings the childminder organises. The childminder has positive partnerships with others settings children attend and shares information to support children's learning.

### Quality of teaching, learning and assessment is good

Observations and assessments of children's development are accurate and children make good progress in their learning. Assessments allow the childminder to provide suitably challenging activities which children enjoy; for example, printing tree shapes with their arms, applying paint with pine cones, exploring whether sieves pick up water, and seeing if they can kick the ball to each other through the space under the slide. Children enjoy the toys provided, and the childminder provides a balance of planned activities and those chosen by the children. The childminder develops children's language skills well. For example, she introduces new vocabulary, such as 'dull' and 'shiny', and models how to say words.

### Personal development, behaviour and welfare are good

Children smile and laugh as they play with the childminder in this warm and welcoming environment. Children are secure, relaxed and ready to learn. This helps them feel confident and ready to meet challenges. For example, they enjoy putting on their own boots to go into the garden and learning to use scissors to cut play dough. Children behave well. They listen carefully to the childminder and follow instructions. For example, they tidy up their toys before starting a new activity. Children follow good hygiene routines and the childminder encourages healthy practices. Children try new fruits for snack and have regular outings to a local park.

### Outcomes for children are good

Children make good progress in their learning. They are active learners and make choices as they play. Children are happy to share and take turns. They develop a good awareness of mathematics. For example, they recognise different sizes. Children thoroughly enjoy creative activities. For example, water play in the garden supports their physical pouring skills as well as their understanding of capacity.

## Setting details

<b>Unique reference number</b>	EY224982
<b>Local authority</b>	Kent
<b>Inspection number</b>	1058785
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	27 November 2012
<b>Telephone number</b>	

The childminder registered in 2003. She lives in Ashford, Kent. The childminder offers care from Monday to Friday, all year.

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