

Childminder Report

Inspection date

30 September 2016

Previous inspection date

8 December 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 regularly evaluates and reviews her practice. She has made positive improvements since her last inspection. For example, she has attended additional training to help her support children's specific needs more effectively.
- All children, including those who are learning English as an additional language, make good progress. The childminder supports them well. For example, she asks parents to teach her words in their home language to use in daily practice.
- The childminder organises her home effectively. She provides children with a wide range of resources to help engage and interest them.
- The childminder keeps parents fully informed of their children's achievements. For example, she regularly shares information with them and encourages them to add their comments to their children's learning journey.
- There is a well-established key-person system. This helps children to develop trusting relationships with the childminder and the assistants. Children have good levels of emotional well-being.

It is not yet outstanding because:

- The childminder misses some opportunities to provide a wider range of natural experiences for children to explore and investigate further.
- The childminder does not make the most out of the partnerships with other settings children attend to develop consistency in their learning.

What the setting needs to do to improve further

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

- extend the range of experiences for children to further explore and investigate the natural world in their play
- build on the partnerships with other early years settings that children attend to develop further the consistency in their learning.

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 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 monitors the consistency of the assistants' teaching skills well. For example, she holds regular meetings with them to highlight any training needs. The assistants offer each other constructive feedback, which helps to raise outcomes for children. The childminder effectively uses children's interests to plan individual learning goals for them to achieve. She accurately tracks and monitors their progress and identifies any gaps in their development promptly. The childminder and her assistants have a good knowledge and understanding of how to protect children's welfare and keep them safe. They have detailed safeguarding policies and know who to contact if they have a concern they need to follow up. Safeguarding is effective.

Quality of teaching, learning and assessment is good

The childminder effectively prepares children for their move to school. For example, they take children to visit the teachers and share children's progress. The childminder supports children's interests well. For instance, she uses their interest in singing to introduce instruments, such as drums, to play as they sing. Children develop good communication skills. For example, the childminder reinforces the correct pronunciation of words to build on children's range of vocabulary. Children develop good literacy skills. For example, they enjoy a variety of books and learn that print carries meaning.

Personal development, behaviour and welfare are good

Children learn to respect other people's similarities and differences. For instance, they participate in activities, such as hand painting to represent traditional tattoos and use material to make dresses. The childminder is a positive role model. Children learn how to behave well; they follow rules and boundaries and know what is expected of them. Children learn the importance of healthy lifestyles. For example, they understand the effect of exercise on their bodies and use quiet areas to rest in when they are tired. Children develop their physical skills and challenge their abilities. For example, they complete puzzles and threading activities to develop their hand-to-eye coordination, and use large climbing and balancing equipment to manage larger movements.

Outcomes for children are good

All children make good progress, including those with English as an additional language. Children are well prepared for their future learning and develop skills to support them well. Children develop a good understanding of mathematical concepts. For example, they count and discuss colours. Children take an active lead in their play. They freely choose resources, which helps them to develop their independence skills.

Setting details

Unique reference number	EY419883
Local authority	Kent
Inspection number	1057840
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 7
Total number of places	9
Number of children on roll	14
Name of registered person	
Date of previous inspection	8 December 2015
Telephone number	

The childminder registered in 2011. She lives in Maidstone, Kent. The childminder works with two assistants. The childminder cares for children on Monday to Friday from 7am to 6pm, all year round. The childminder receives funding to provide free early education for children aged two, three and four years. One of the assistants holds a relevant level 3 early years qualification.

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