

Childminder Report

Inspection date	11 October 2016
Previous inspection date	5 February 2013

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Partnerships with parents are effective. The childminder shares information with them that helps parents to be involved in their children's learning and development.
- The childminder helps children to develop good communication and language skills. Children listen well to the childminder who introduces new and interesting words. They respond quickly to questions with confidence and describe in detail what they are doing.
- Children feel safe and secure with the childminder and her assistant. They behave well and have good levels of emotional well-being. They relate well to other children and enjoy sharing their thoughts and ideas with the childminder and her assistant.
- Children make good progress in preparation for school. The childminder knows the children she cares for well and effectively plans to help extend their learning and development.

It is not yet outstanding because:

- The childminder has not established fully effective partnerships with other settings that children attend, to provide a shared approach to support their learning and development.
- The childminder and her assistant are sometimes too quick to offer help to children rather than encourage them to learn to do simple tasks for themselves. For example, they help children put on coats and shoes before playing outside.

What the setting needs to do to improve further

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

- further develop partnerships with other settings that children attend to provide greater continuity in supporting their learning and development
- improve the range of opportunities for children to further develop their independence skills.

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector had discussions with the childminder, assistant and children.
- The inspector took into account the views of parents.
- The inspector held discussions with the childminder in relation to observations of the children's play, learning and progress.
- The inspector sampled a range of documentation including children's records and safeguarding procedures.

Inspector

Karen Scott

Inspection findings

Effectiveness of the leadership and management is good

The childminder and her assistant have a good understanding of safeguarding. They are aware of their roles to protect children and the procedures to follow if concerned. Regular risk assessments help the childminder to provide a safe environment. Safeguarding is effective. The childminder participates in training that helps her to improve her practice. For example, training on building partnerships with parents has helped her to develop her practice to involve parents further in their children's learning. The childminder supports her assistant to develop her knowledge. For example, after training the childminder shares what she has learnt and gives her assistant further information to read. They work together to assess children's learning and make plans that will help to improve outcomes. The childminder works closely with other childminders, for example, to share good ideas.

Quality of teaching, learning and assessment is good

Children make choices about with what they play. They particularly enjoy imaginative play. For example, they have tea parties, open pretend cafes and take baby dolls for walks in the garden. Children act out favourite stories, take on roles and play cooperatively. They become fully engaged in their play and have high levels of concentration. The childminder and her assistant are skilled at knowing when to become involved in children's play to extend their learning. For example, the childminder and her assistant share books with children who then act out stories, adding details to their play. The childminder extends children's play instinctively. For example, when they play on ride-on toys in the garden, she adds 'stop' and 'go' signs to help children develop their physical skills and understanding of road safety.

Personal development, behaviour and welfare are good

Children choose whether to play indoors or in the garden. For example, they freely take dolls, pushchairs and tea sets outside to continue with their game. Children understand the importance of fresh air and exercise to maintaining a healthy lifestyle. Friendships are strong. Children are keen for others to join in and they play happily together. They participate in activities that encourage turn taking and sharing, and do so well. Children are kind and caring towards each other.

Outcomes for children are good

Children are enthusiastic and eager. They are keen to join in with activities the childminder provides and enjoy leading their own play. Children have high levels of confidence and self-esteem. For example, they enjoy showing off their creations and achievements, taking photographs to share what they have done with their parents and friends. Children develop a wide range of skills that helps to prepare them for the next stage in their learning.

Setting details

Unique reference number	156716
Local authority	Kent
Inspection number	1061560
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	12
Number of children on roll	9
Name of registered person	
Date of previous inspection	5 February 2013
Telephone number	

The childminder registered in 2001 and lives in Sittingbourne, Kent. She works with an assistant. The childminder offers her service from 7am to 6pm on Monday to Friday, all year round. She receives funding to provide free early education for children aged two, three and four years. The assistant has a recognised level 3 childcare qualification.

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