

Childminder Report

Inspection date	20 October 2016
Previous inspection date	3 February 2016

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 evaluates and reviews her practice. She has made positive improvements since her last inspection. For example, the childminder has developed her awareness of the progress check for children aged between two and three years.
- The childminder attends a range of training and has plans to attend further courses when they become available. This helps her to develop her skills and knowledge.
- The childminder engages parents well in their children's learning. For example, she regularly shares information with them and encourages them to add their comments to online assessments.
- All children make good progress. The childminder understands their individual needs. For example, she knows about the children's family backgrounds and incorporates this into their daily learning.
- The childminder has well-established relationships with the children. This helps children to develop trust and manage their own behaviour. Children behave well and have good levels of emotional well-being.

It is not yet outstanding because:

- The childminder misses some opportunities to provide a wider range of experiences for children to develop and explore numbers.
- The childminder does not always make the most of planned activities to support children's next steps 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 numbers in their play
- build further on the use of planned activities to fully focus on children's next steps of learning.

Inspection activities

- The inspector observed the childminder and children taking part in activities.
- The inspector held discussions with the childminder.
- The inspector held discussions with the childminder in relation to observations of the children's play, learning and progress.
- The inspector looked at children's records, evidence of the suitability of the childminder and a range of other documentation.

Inspector

Anna Fisk

Inspection findings

Effectiveness of the leadership and management is good

The childminder has a good knowledge and understanding of how to protect children's welfare and keep them safe. She knows who to contact if she has a concern to follow up. Safeguarding is effective. Children are aware of how to keep themselves safe. For example, they know that they must take notice of safety signs when walking to school. The childminder effectively uses constructive feedback, which helps to raise outcomes for children. She accurately tracks and monitors children's progress and identifies any gaps in their development. The childminder develops good relationships with parents, who particularly appreciate the warmth, and care their children receive and the outings she organises. The childminder has positive partnerships with others settings that children attend and effectively shares information.

Quality of teaching, learning and assessment is good

Children enjoy the toys provided, and the activities the childminder organises. The childminder develops children's language skills well. For example, she introduces new vocabulary, such as 'juicy' and 'squishy', and models how to say words. The childminder effectively prepares children for their move to school. For example, she familiarises them with the school during the school run and introduces children to relevant peer groups. The childminder supports children's interests well. For instance, she used their interest in the outdoors to encourage learning and introduced outdoor books to extend their early reading skills.

Personal development, behaviour and welfare are good

Children smile and laugh as they play with the childminder. They are secure, relaxed and ready to learn. Children learn to respect other people's similarities and differences. For instance, they participate in activities, such as model making, to represent cultural traditions. Children learn how to behave well. They follow the childminder's rules and know what is expected of them. Children learn the importance of healthy lifestyles. For example, they understand the role of muscles in their bodies and how eating well supports their growth. Children develop good physical skills and enjoy challenging their abilities. For example, they use local parks to develop and manage larger physical movements.

Outcomes for children are good

All children make good progress. They are well prepared for their future learning and develop skills to support them. Children develop a good understanding of the world around them. For example, they discuss the seasons. Children take an active lead in their play. They freely choose resources, which helps them to develop their independence skills. Children thoroughly enjoy creative activities. For example, a natural resource tray activity in the garden supports their fine-motor skills and their understanding of texture.

Setting details

Unique reference number	125451
Local authority	Kent
Inspection number	1057472
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 5
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	3 February 2016
Telephone number	

The childminder registered in 1998. She lives in Leybourne, in West Malling, Kent. The childminder provides care each weekday from 7.15am to 6.30pm, throughout the year. She has an appropriate early years qualification.

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