

Childminder Report

Inspection date	26 October 2016
Previous inspection date	7 October 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 reviews her practice well. She has made positive changes since her last inspection. For example, she holds daily evaluation meetings with her assistant.
- Children develop a good understanding and respect for other people's similarities and differences in the wider world. For example, they try foods from other countries.
- There are good opportunities for children to learn skills to support their future learning. For example, they gain a secure knowledge of mathematics as they count and discuss colours during their play experiences.
- The childminder uses a wide range of places of interest to extend children's learning of the world around them, for example they visit museums.
- Parents have an active role in their children's learning. For example, the childminder encourages them to share achievements from home. This supports children to make good progress through a positive level of consistency in their care and learning.
- The childminder establishes secure and trusting relationships with children. They settle happily into play, which helps them to develop a positive sense of well-being.

It is not yet outstanding because:

- The childminder does not give children opportunities to express themselves more freely during creative play as she occasionally over directs them.
- The childminder sometimes misses opportunities to challenge and develop the children's communication and thinking skills further.

What the setting needs to do to improve further

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

- extend children's opportunities to express themselves during creative experiences
- improve ways to challenge and develop the children's communication and thinking skills further.

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 including children's progress reports, and policies and procedures.
- The inspector spoke to children and the childminder at convenient times.
- The inspector carried out a joint observation with the childminder.

Inspector

Kelly Hawkins

Inspection findings

Effectiveness of the leadership and management is good

The childminder monitors the quality of teaching well. For example, she observes her assistant's practice and offers constructive feedback in support meetings. The childminder builds upon her knowledge and skills and attends training beneficial to her practice. The childminder communicates well with other early years professionals. This helps establish a good level of consistency in children's learning. For example, she shares activity ideas with settings that they also attend. Safeguarding is effective. The childminder and assistant have a good understanding of safeguarding procedures and who to contact if they have concerns for children's welfare. They are aware of the indicators that children are at risk of being exposed to extreme ideas about right and wrong.

Quality of teaching, learning and assessment is good

The childminder accurately tracks and monitors children's progress. This supports her to highlight any gaps in learning promptly and provide support to close them. She supports children well for the move to school. For example, she visits the schools with children and encourages them to gain new skills such as learning to put on their shoes. The childminder skilfully builds upon children's play. For instance, children explore a record player and change the records to hear different songs and types of music. Children show a keen interest in the natural world. For example, they excitedly look at their nature box with magnifying glasses to see whether the earwigs and spiders have come back to visit.

Personal development, behaviour and welfare are good

The childminder is a positive role model of manners and behaviour. Children are polite and behave well. Children develop good social skills and build meaningful friendships. For example, they enjoy each other's company as they play games that require them to share and take turns. Children develop good physical well-being. They understand how to manage their own personal needs, for example they rest when they feel tired. There is a good range of opportunities for children to develop their physical skills, for example they explore large movements as they climb. They gain hand-to-eye coordination on a smaller scale, for instance, as they engage in threading to make hanging mobiles. Children understand what to do in the event of an emergency. For example, they participate in regular evacuation practice and learn how to exit the building quickly and safely.

Outcomes for children are good

All children make good progress in their learning. Children gain positive skills that support their future learning well. They develop good early reading and writing skills. For example, they participate in walks in the local community and recognise letters on signs and car number plates and write down what they see. Children learn to be independent, for example they enjoy choosing their own play and learning experiences.

Setting details

Unique reference number	103364
Local authority	Medway Towns
Inspection number	1057387
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	12
Number of children on roll	6
Name of registered person	
Date of previous inspection	7 October 2015
Telephone number	

The childminder registered in 1989. She lives in Gillingham, Kent. The childminder cares for children on Monday to Friday from 7am to 6pm, all year round. The childminder employs an assistant who holds a relevant level 3 early years qualification.

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