

Childminder Report

Inspection date

3 November 2016

Previous inspection date

18 August 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

- Children develop a good understanding of people's similarities and differences in the wider world. For example, they celebrate festivals from around the world.
- The childminder supports children to learn the importance of healthy eating. They develop good physical well-being. For example, they choose and try new and interesting foods each day such as gherkins, avocados and aubergines.
- Children settle happily into play. They show a trusting relationship with the childminder and assistants. This helps children develop a positive level of well-being.
- The childminder encourages parents to share their children's learning. This helps children to make good progress through a positive level of consistency in their care and learning experiences. For example, they discuss children's achievements daily.
- There are good opportunities for children to develop skills to support their future learning. They are keen to learn mathematics such as when counting simple numbers.
- Children have good opportunities to develop their imagination and explore their senses. For example, they make musical instruments and discuss sounds.

It is not yet outstanding because:

- The childminder misses opportunities to develop young children's understanding of technology further.
- Occasionally, the childminder does not effectively organise the space children have to fully benefit from some larger play activities.

What the setting needs to do to improve further

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

- extend younger children's opportunities to develop their understanding of simple technology further
- improve the organisation of available space to help children benefit more fully from larger play activities.

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 reflects upon her practice well. She has made positive changes since her last inspection. For example, she has used training to develop her knowledge and skills further. The childminder monitors the quality of her assistants' teaching well. For example, she holds daily meetings with her assistants to discuss the day's events. The childminder communicates well with others to help develop her practice. For example, she links with other childminders to discuss ways of keeping children engaged and interested in new experiences. The childminder accurately checks children's progress. This enables her to quickly highlight any gaps in learning and provide support to close them. The childminder has a good understanding of safeguarding procedures to follow to protect children's welfare. She successfully minimises the potential risks of exposure to extreme ideas. For example, children learn to respect other people. Safeguarding is effective.

Quality of teaching, learning and assessment is good

The childminder prepares children to manage the move to school well. For example, she talks to them about the school they will go to. The childminder builds upon children's interests well. For example, a child who was interested in vehicles created different types of transport alongside the childminder such as drawing a car. Children show a keen interest in imaginative play. For example, they engage in play using puppets and enjoy having 'telephone conversations'. The childminder supports all children's communication skills. For example, she uses simple signing to help children understand the meaning of some words.

Personal development, behaviour and welfare are good

Children develop good social skills. For example, they enjoy the company of others, they play games that require close interaction and take turns to pull silly faces in magnifying glasses. Children giggle and enjoy their play. Children are polite, learn good table manners and behave well. The childminder is a positive role model. For instance, even young children follow her example in learning to prevent germs spreading when they cough, as they place their hands over their mouths. There is a good range of opportunities for children to challenge their physical skills, for example they explore large movements as they climb on play equipment and enjoy musical movement sessions.

Outcomes for children are good

Children of all ages make good progress in their learning. Children gain positive skills to prepare them well for school. Children take a lead in their learning and learn to be independent. For example, they use choosing books to select their own choice of play. Children develop good early writing skills. For example, they use a good range of ways to make marks and children confidently give meaning to the marks they create.

Setting details

Unique reference number	125458
Local authority	Kent
Inspection number	1057473
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 6
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	18 August 2015
Telephone number	

The childminder registered in 1989. She lives in Paddock Wood, Kent. The childminder cares for children on Monday to Friday from 7.30am to 6.30pm, all year round. The provider receives funding to provide free early education for children aged two, three and four years. The childminder employs two assistants. The childminder and one of the assistants hold a relevant level 3 early years qualification.

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