

# Childminder Report

<b>Inspection date</b>	4 November 2016
Previous inspection date	14 October 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Parents value the daily updates they receive about their child's learning and development such as the comments they read in the daily diary. They are appreciative of the opportunities they have to contribute to their child's assessments. Parents know what their child's next steps are.
- The childminder has strong and trusting relationships with children and this helps to support their self-confidence and sense of belonging. Children feel safe and they behave well.
- Children happily and confidently explore their environment. They freely choose their toys from the wide range available.
- The childminder establishes children's starting points and makes regular observations of them while they play and learn. She uses this information to help plan activities to support children's next steps in learning. Children make good progress.
- Children are well prepared for the next stage of their education. The childminder shares information with other settings to help provide continuity in children's learning.

### It is not yet outstanding because:

- The childminder does not provide enough opportunities for children to develop their early writing skills consistently.
- The childminder misses opportunities to further develop children's understanding of the differences and similarities between themselves and others.

## What the setting needs to do to improve further

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

- provide more opportunities for children to develop their mark-making skills
- improve the range of opportunities for children to extend their understanding of the differences and similarities between themselves and others.

### Inspection activities

- The inspector spoke to parents, read their comments and took account of their views.
- The inspector discussed the childminder's evaluation of her work and the documents relating to children's progress.
- The inspector viewed the areas of the childminder's premises that children use.
- The inspector observed the childminder interacting with the children and discussed her practice.
- The inspector sampled written documentation including that which relates to safeguarding.

### Inspector

Jill Thewlis

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a detailed knowledge of the procedures to follow to keep children safe and secure. She knows who to contact if she is concerned about a child's safety or welfare. The childminder evaluates her practice and makes positive improvements. For example, she has created a new growing area to provide children with opportunities to grow vegetables and flowers. The childminder monitors children's progress regularly and accurately. She uses this information to help highlight areas where children need help to catch up. The childminder extends and keeps her knowledge up to date. For example, she attends meetings to share examples of good practice with other local childminders.

### Quality of teaching, learning and assessment is good

The childminder supports children's development of language effectively. For example, she shares books and sings familiar action songs with them. The childminder supports children's learning effectively. For instance, she uses a range of descriptive words to describe a tractor. The childminder joins in with children's imaginative play. For example, she pretends to eat food that children have made and sits patiently while others practise their hairdressing skills on her. Children learn to make and enjoy music. For instance, young children beam with delight as they shake tambourines and bang drums. Children's physical skills are positively encouraged. For example, children practise walking and support themselves to stand upright.

### Personal development, behaviour and welfare are good

The environment is clean and hygienic. Children understand and follow routines. For example, they know where to put their shoes when they come in from outside. Children are encouraged to be independent. For example, very young children use a spoon to feed themselves. The childminder encourages children to share their toys and take turns such as gently reminding them not to take toys from each other. The childminder supports children's social skills well. For example, she takes children to other local toddler groups. Children express their likes and dislikes. For instance, when playing with toy food, they shake their heads at foods they do not like.

### Outcomes for children are good

Children learn a wide range of the skills they need for the next stage of their education including school. They learn to recognise simple shapes such as circles. Children learn to communicate effectively. For example, young children choose their own favourite books independently and know how to turn the pages. They gaze intently at the pictures that interest them. Children confidently lead their learning and choose their own activities.

## Setting details

<b>Unique reference number</b>	156849
<b>Local authority</b>	Kent
<b>Inspection number</b>	1061561
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	14 October 2013
<b>Telephone number</b>	

The childminder registered in 2001. She lives in Five Oak Green, Kent. The childminder works five days a week from 7.30am to 6pm, throughout the year.

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