

# Childminder Report

<b>Inspection date</b>	7 November 2016
Previous inspection date	18 April 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 is enthusiastic in ensuring children have lots of fun and enjoy varied learning opportunities. This helps children make good progress in preparation for school.
- The childminder is a good role model for children. For example, she supports them to interact and play independently, as they create a train and go for an imaginary ride. She makes sure she is nearby to respond to their needs. The children form close emotional attachments to the childminder
- The childminder makes good use of her local community. For example, she frequently takes children to toddler groups, and to explore local parks and beaches. They enjoy exploring and finding natural objects.
- The childminder gives a high priority to children's social and emotional development. They are confident, independent and respect each other's space as they play.
- The childminder uses self-evaluation effectively to help her assess where she can make improvements to her setting.

### It is not yet outstanding because:

- The childminder does not have consistent strategies in place to encourage parental involvement in their children's learning.
- The organisation of resources does not consistently help children to easily identify what they want to play with and make decisions about their learning.

## What the setting needs to do to improve further

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

- make better use of opportunities to encourage parents' engagement in their children's learning
- review the organisation of resources to enable children to more easily make choices about their play.

### Inspection activities

- The inspector observed the interactions between the childminder and children during activities.
- The inspector sampled a range of documentation including children's records, policies and procedures, self-evaluation and risk assessments.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector noted parents' comments on the setting.

### Inspector

Mary Vandeppeer

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder is clear about child protection procedures. She knows what to do if she has concerns about a child in her care. The childminder is also aware of how to identify any risk from extreme behaviour and views. She has a development plan in place to improve the quality of her provision even further. She has made changes to ensure the actions set at her last inspection have been addressed. For example, the risk assessment procedure has been amended and all required records are kept up to date. The childminder records her observations of children's play and monitors their development well. Generally, the childminder has established positive partnerships with parents and the children's key persons at other settings, to help her provide consistency in children's care and learning.

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

The childminder ensures she provides activities and resources which help children develop and progress in all areas. She supports children's communication and language skilfully. For example, she reads stories and prompts children to talk about what is happening in the pictures. The childminder encourages children to use their imaginations. For example, they love to come up with new ideas and adapt activities. The childminder is skilful in getting children to share their ideas with her and with each other. This helps them extend their play successfully. Children are confident to try new things and enjoy a challenge. They are developing the skills to help in their future learning.

### Personal development, behaviour and welfare are good

The childminder knows children very well. Children settle well and develop age-appropriate self-care skills and a strong sense of belonging. The childminder is a good role model and gives gentle reminders of what she wants them to do. Children understand what is expected of them and they play cooperatively together. Children's behaviour is good. They show a positive sense of themselves and are enthusiastic in their play. Children go outdoors on a daily basis. They benefit from daily physical activity and fresh air. Healthy eating is given good regard as children enjoy snacks of fruit and cheese.

### Outcomes for children are good

Children make good progress with their learning. They demonstrate good speaking and listening skills. For example, they follow the childminder's instructions well. Children make marks with enthusiasm whenever they find pencils and paper. They enjoy learning about the world around them. For example, they learn how to treat, care for and respect animals as they observe the childminder with her pets.

## Setting details

<b>Unique reference number</b>	EY311873
<b>Local authority</b>	Kent
<b>Inspection number</b>	1057699
<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>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	18 April 2016
<b>Telephone number</b>	

The childminder registered in 2005 and lives in Sheerness, Kent. The childminder operates her service all day on Monday to Friday for most of the year, with the exception of bank holidays and family holidays. The childminder is qualified to level 3 in childcare and education. She is in receipt of government funding for children aged two, three and four years old and also Early Years Pupil Premium Funding.

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