

Childminder Report

Inspection date	10 November 2016
Previous inspection date	2 October 2013

The quality and standards of the early years provision	This inspection:	Good	2
	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

- The childminder has good relationships with parents. She exchanges information well with parents and encourages their involvement in their children's ongoing learning and development. This helps provide a consistent approach to supporting children.
- The well-qualified childminder knows children's levels of ability, and their learning and development needs. She has clear expectations for herself and children's capabilities. Children make good progress in their learning.
- Children behave well. The childminder sets clear expectations for their behaviour, for example she consistently reminds them how to share and to think of others. Children learn to take turns, listen to and respect each other.
- The childminder reflects well on her practice. For example, she seeks feedback from parents and children to help her continually improve her service and meet their needs.
- Children have access to a range of activities that support and motivate their learning effectively.

It is not yet outstanding because:

- The childminder does not provide consistent opportunities for younger children to investigate and explore a wide range of materials to help develop their curiosity further.
- Occasionally, children do not have opportunities to use their own ideas and imaginations to help support their creativity further.

What the setting needs to do to improve further

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

- extend opportunities for younger children to investigate and explore a wider range of materials to help develop their sense of curiosity
- develop further opportunities for children to use their own imagination and ideas to help extend their creativity.

Inspection activities

- The inspector observed children participating in activities and interacting with the childminder both indoors and outdoors.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector viewed the children's records and a selection of policies and procedures including safeguarding.
- The inspector and childminder discussed an activity that took place during the inspection and the impact on children's learning and progress.
- The inspector took account of parents' written views about the quality of the provision.

Inspector

Maxine Ansell

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder keeps her child protection knowledge up to date. She knows the procedure to follow should she have any concerns about a child's well-being, to help keep children safe. The childminder recognises the importance of reflecting on her practice and developing her skills to help her provide good-quality learning experiences for children. For example, she exchanges ideas with other childminders, reads childcare newsletters and attends training. The childminder knows children well and completes regular observations, monitoring and tracking of their individual progress. She uses this information effectively to identify any gaps in learning and to accurately plan for their next stage in learning.

Quality of teaching, learning and assessment is good

Children enjoy the broad range of stimulating activities the childminder provides. She involves and extends children's play and learning well such as through discussions and posing questions. For example, the childminder helped develop children's understanding of size when they blew different sized bubbles in the garden. Children use mathematical language with increasing understanding and confidence, for example counting out the correct number of plates for the number of children present. The childminder gains a good understanding of children's learning needs when they first start. For example, she seeks extensive information from parents about the child's development and completes her own observations. She keeps parents updated about their children's progress and next steps in their learning such as through regular meetings.

Personal development, behaviour and welfare are good

The childminder knows children well as individuals. Children are settled and secure and they develop a strong sense of belonging. For example, they look at photographs of themselves when they self-register in the 'house'. The childminder praises children regularly, which helps to boost their self-esteem and confidence. Children learn about healthy lifestyles. For example, the childminder discusses food choices and encourages them to understand healthy eating when they feed the guineas pigs. Children have regular opportunities for fresh air and to develop their physical skills, for example they use large-scale equipment at toddler groups.

Outcomes for children are good

Children make good progress and are prepared well for the next stage in their learning including starting school or nursery. They develop strong independence skills. For example, they choose their own toys from a wide range of easily accessible resources and put on their own coat. Children are confident and keen to learn. They readily develop their early writing skills such as when they use the 'magic' pens to colour pictures.

Setting details

Unique reference number	EY458425
Local authority	Kent
Inspection number	1063304
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 8
Total number of places	5
Number of children on roll	8
Name of registered person	
Date of previous inspection	2 October 2013
Telephone number	

The childminder registered in 2013 and lives in Broadstairs, Kent. She provides her service four days a week from 8am to 6pm, all year round. The childminder has a teaching degree. She receives funding to provide free early years education for children aged two, three and four years.

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