

Childminder Report

Inspection date

11 November 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 uses the information from her observations and assessments well to help her plan activities that support children's next stage in learning and interests.
- Children make good progress and gain the skills they need to successfully prepare them for their move to nursery or school.
- The childminder provides opportunities for children to explore different materials and textures, such as jelly. This helps keep their motivation and engagement in their development.
- Children behave well. The childminder offers clear guidance to help them manage their behaviour. For example, she reminds them about sharing and taking turns.
- Self-evaluation is effective. The childminder successfully identifies areas of weakness and sets targets for improvement. This helps develop the quality of her provision and provides better outcomes for children.
- The childminder completes thorough risk assessments of her environment, which helps to identify and minimise any hazards.

It is not yet outstanding because:

- The childminder does not consistently give children enough time to think through and find their own solutions in play.
- The childminder does not make the most of opportunities for children to further develop their sense of belonging and place in the world.

What the setting needs to do to improve further

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

- provide children with enough time to think through their ideas and find their own answers to help extend their learning further
- increase opportunities for children to fully build a positive awareness of themselves and where they belong.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning and development.
- The inspector held discussions with the childminder in relation to observations of the children's play, learning and progress.
- The inspector viewed all areas of the premises used for childminding.
- The inspector viewed a range of documentation, including suitability checks and children's records.
- The inspector took account of parents' written views.

Inspector

Sarah Stephens

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a secure understanding of the signs that would cause her concern about a child's welfare and the processes to follow. She improves her knowledge and skills. For example, she attends training and networks with other professionals to share good practice. The childminder monitors children's progress well. For instance, she uses an online system to track their progress. This helps her identify any gaps in development early and provide the appropriate support. The childminder works effectively with other settings that children attend. For example, they share a contact book with children's achievements and have regular discussions. This helps to support a consistent approach in meeting children's progress and individual needs. Parent comment that they are very happy with the service the childminder offers.

Quality of teaching, learning and assessment is good

The childminder successfully supports children's learning and development. She introduces a range of vocabulary, such as 'sieve' and 'wobbly', during activities, which helps to build their communication and language development effectively. The childminder supports children's mathematical skills well; for example, counting and recognising shapes. She successfully builds their literacy development. For instance, the childminder reads to the children and encourages them to name the pictures that they see. She provides regular opportunities to involve parents in their children's learning. For example, she offers an online service, daily diaries and has verbal discussions. This helps parents to continue their children's learning at home.

Personal development, behaviour and welfare are good

The childminder offers a stimulating and welcoming environment. Children form secure emotional attachments and positive relationships with her. The childminder provides daily opportunities for children to be physically active, such as using a range of equipment in her outside space. She helps children learn about different people and diversity, for example, through visiting childminding groups, libraries and offering books and puzzles reflecting different cultures and backgrounds. The childminder builds children's confidence in their own abilities as she provides them with positive praise and encouragement.

Outcomes for children are good

Children make good progress and are ready for their next stage in their learning. They build their physical development, such as climbing steps on a slide and using equipment to tip and pour. Children show interest in others' play and are starting to join in, which helps to support their social development. Young children develop their ability to communicate with adults. For example, they use pointing and basic words.

Setting details

Unique reference number	EY480643
Local authority	Kent
Inspection number	988599
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 7
Total number of places	4
Number of children on roll	7
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2014 and lives in East Malling, Kent. She offers care from Monday to Friday, 7am to 6pm, throughout the year.

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