

Childminder Report

Inspection date

10 November 2016

Previous inspection date

10 December 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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder provides children with a stimulating range of toys and resources that interest, motivate and engage them. Children make good progress in their learning.
- The childminder encourages healthy lifestyles extremely effectively. For example, children have excellent opportunities for fresh air and physical exercise and enjoy very nutritious meals. They learn about making healthy food choices and the effect exercise has on their bodies.
- The childminder builds very positive relationships with parents and the schools that children attend. For example, she gives daily feedback to parents about their children's activities and well-being. She finds out about the school curriculum to help children continue their learning in her setting.
- The childminder is extremely good at helping to keep children safe. For example, she has completed thorough risk assessments since moving house and has clear rules for the safe use of play equipment, such as trampolines, that the children fully understand.
- The childminder continually updates her knowledge. For example, she completes research, attends training and shares new ideas with other settings.

It is not yet outstanding because:

- The childminder has not fully considered how to provide more opportunities to teach children about diversity and extend their understanding of the wider world.

What the setting needs to do to improve further

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

- continue to develop the range of opportunities for children to extend their understanding of the wider world.

Inspection activities

- The inspector observed the childminder and the children interacting together.
- The inspector spoke to the childminder about her knowledge of safeguarding.
- The inspector looked at a sample of documents, including evidence of suitability checks, training records and registers.
- The inspector held discussions with the childminder in relation to observations of the children's play, learning and progress.

Inspector

Caroline Gibbons

Inspection findings

Effectiveness of the leadership and management is good

The childminder reflects well on her setting, and in particular on the impact of her training. For example, she has attended courses to increase her understanding of how to support children with their early reading and literacy skills. She works with the school to gather information on the writing style used in the children's school and helps them to form their letters and practise their writing. Safeguarding is effective. The childminder has a thorough knowledge of safeguarding matters and knows the process to follow if she has concerns about the welfare of children or families. She keeps parents up to date with new guidance when she reviews and updates her policies, which helps to ensure that they are aware of her responsibilities.

Quality of teaching, learning and assessment is good

Children enjoy playing with a wide range of resources and confidently ask the childminder for specific toys, such as their favourite board games. The childminder knows how to join in with children to help extend their play. For example, she gives clear explanations about the rules of the game, such as taking turns. She helps children to develop their mathematical skills, such as teaching them the concepts of 'more' or 'less' and showing them how to count one at a time, touching each object. The childminder provides a good range of resources to help children develop their creativity. For example, they enjoy using leaves to make hedgehogs and choose a range of colours to decorate poppy pictures.

Personal development, behaviour and welfare are outstanding

The childminder is extremely caring and is highly sensitive to the individual needs and backgrounds of the children. For example, she fully recognises when they need extra reassurance and finds out about their interests and their families. The childminder is an excellent role model and helps children to develop high levels of self-esteem. For example, she praises them consistently, using words such as 'amazing' and 'fantastic'. The childminder places a high priority on health and safety and involves children in all aspects of this. For example, they use the length of a song to ensure effective hand washing. The childminder makes excellent use of the journey from school to her home. For example, she teaches children about crossing the road safely.

Outcomes for children are good

Children develop very strong bonds with the childminder and her family. They settle well and build good friendships with each other. Children develop important skills and are prepared well for school. For example, they recognise the sounds that letters make and write their names. They engage in meaningful discussions with each other and are confident to ask questions. Children are very independent. For example, they use cutlery correctly and carefully pour their drinks.

Setting details

Unique reference number	EY463727
Local authority	Medway Towns
Inspection number	1063551
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 7
Total number of places	5
Number of children on roll	4
Name of registered person	
Date of previous inspection	10 December 2013
Telephone number	

The childminder registered in 2013 and lives in Gillingham, Kent. She is available to work each weekday from 7.30am to 9am and from 3.30pm to 6pm, during term time only. The childminder holds a level 3 qualification in early years.

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