

# Childminder Report

<b>Inspection date</b>	15 November 2016
Previous inspection date	12 February 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

- The childminder works well with parents and other professionals to develop targeted plans to support children with special educational needs or disability. This helps children to settle well and ensures that their individual needs are continually met.
- Children learn to take account of the needs of others such as learning to share the toys. The childminder is a good role model. For example, she is gentle and calm in her interactions with children, guiding them and helping them to develop good social skills.
- The childminder ascertains what children can and cannot do when they start with her. She makes regular observations and assessments and uses these effectively to plan children's next steps in learning and development. Children make good progress.
- The childminder updates and builds on her skills and knowledge to improve outcomes for children. For example, she attends additional training.

### It is not yet outstanding because:

- The childminder does not provide a wide range of materials and resources for younger children to investigate and explore, to help develop their curiosity further.
- Children do not have a range of opportunities to learn about the similarities and differences between themselves and others to extend their understanding of the world.

## 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 and resources to help develop their sense of curiosity further
- provide further opportunities for children to extend their understanding of the differences between themselves and others in the wider world.

### Inspection activities

- The inspector observed children participating in activities and interacting with the childminder.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector viewed the children's assessments and a selection of policies and procedures including safeguarding.
- The inspector held discussions with the childminder in relation to observations of the children's play, learning and progress.
- The inspector spoke to and 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 has a detailed knowledge of how to keep children safe from harm. She has a good understanding of how to recognise and report any concerns about a child's safety or well-being. Partnerships with parents are good. Parents state that they are pleased with the daily communication they receive about their children's activities, learning and care. This helps to support continuity in children's experiences and learning at home. The childminder engages parents in the evaluation of her practice, for example through parent questionnaires. The childminder has good links with other settings children attend and shares information with them to help support continuity in children's learning and development.

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

The childminder interacts enthusiastically with children and follows their interests in play. For example, she extended their imagination and thinking skills when they built a train from different sized boxes and then 'fixed' a problem with it. Children's early reading skills are well supported. For example, the childminder skilfully questions children about the details in the pictures they see in books. The childminder supports children's individual needs effectively. For example, she uses her detailed knowledge of their achievements and how they learn to plan activities that engage them effectively. The childminder monitors children's progress accurately to help identify and close any gaps in learning.

### Personal development, behaviour and welfare are good

The childminder manages children's behaviour well. Children learn to compromise and to resolve minor conflicts. The childminder helps children to understand their emotions. For example, by reading books and explaining about how to manage their feelings. Children are polite and behave well. The childminder supports a smooth settling-in process for children and they build strong bonds with her. For example, she completes home visits for children to meet and get to know her in their own home before they start. This helps build on their emotional well-being. Children develop their physical skills effectively and enjoy being outside. For example, the childminder regularly takes them to the park.

### Outcomes for children are good

Children are settled and content. They are confident and keen to learn. Children move around the environment freely and make choices about their play activities. They confidently express their opinions about their likes and dislikes. For instance, when looking at toys they would like for Christmas in a catalogue. Children show good levels of independence, for example managing their personal care routines such as feeding themselves. This helps them to develop skills for their future including school.

## Setting details

<b>Unique reference number</b>	EY451279
<b>Local authority</b>	Kent
<b>Inspection number</b>	1062878
<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 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	12 February 2013
<b>Telephone number</b>	

The childminder registered in 2012 and lives in Sturry, near Canterbury, Kent. She provides her service five days a week from 8am to 5.30pm, all year round. The childminder receives funding to provide free early years education for children aged two, three and four years.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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