

Childminder Report

Inspection date	16 November 2016
Previous inspection date	21 May 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 follows children's interests and supports their learning well. For example, she ensures that children have the opportunity to play with their favourite toys and plans activities that extend their skills.
- Children learn how to keep themselves safe effectively. For instance, the childminder ensures that children wear safety helmets when they use their scooters and talks to parents about the importance of taking a consistent approach.
- The childminder reviews children's progress effectively. She has a good understanding of where they are in their development and how to help them to gain more skills. Children make good progress from their starting points.
- Children are confident and learn to socialise. For example, they are happy to meet new people at toddler groups and make friends with other children.

It is not yet outstanding because:

- Sometimes, the childminder sometimes misses the opportunity to help children learn to do things for themselves to support their personal development.
- The childminder's information sharing with other settings that children attend is not always regular enough to provide consistent continuity of care and education.

What the setting needs to do to improve further

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

- make the most of opportunities for children to be independent
- extend even further the relationships with other settings that children attend to regularly share information to support all children's learning and development.

Inspection activities

- The inspector observed the quality of teaching inside and outside and assessed its impact on children's learning.
- The inspector jointly observed an activity with the childminder and discussed it.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector gained the parents' views through written feedback and took their views into consideration.
- The inspector read documentation such as children's learning records and some policies and procedures.

Inspector

Sarah Taylor-Smith

Inspection findings

Effectiveness of the leadership and management is good

The childminder has a good understanding of how to keep children safe and she knows exactly what to do if she has concerns about children's welfare. Arrangements for safeguarding are effective. The childminder knows how to protect children from extreme views and teaches them effectively about the world around them. The childminder develops her practice well. For example, she discusses good practice with other childminders and completes training to update her knowledge. The childminder evaluates her practice well and identifies some areas for improvement accurately. She uses the views of children and parents to improve the provision. For instance, she has recently developed role-play opportunities for children to be able to be involved in the same games.

Quality of teaching, learning and assessment is good

The childminder provides children with good support to develop their communication and language skills. For example when children confidently chat to each other at snack time, the childminder helps them learn the names of new fruits to extend their vocabularies. The childminder builds good partnerships with parents. For instance, they praise the high level of information she shares with them, which involves them in their children's learning. The childminder takes opportunities to extend children's learning. For example, when children excitedly discover a spider the childminder talks to them about what it looks like and encourages them to look closely at its features and count its legs.

Personal development, behaviour and welfare are good

Children are happy and settled, and form trusting relationships with the childminder. The childminder ensures that children have good opportunities to learn about healthy lifestyles. For example, children enjoy playing in the garden where the childminder plans a range of challenging daily experiences. Children learn about healthy eating effectively. For example, they try new fruits willingly. The childminder teaches children to take turns with resources and to consider each other's needs.

Outcomes for children are good

Overall, children are well prepared for the next stage of learning. They are well motivated to learn. Children learn a good range of skills to help them be ready for starting school. They learn to solve problems. For example, they work out how to carry water to the water tray. They learn useful mathematical language, such as 'half' and 'full', and learn to count.

Setting details

Unique reference number	EY456002
Local authority	Kent
Inspection number	1063168
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 6
Total number of places	4
Number of children on roll	7
Name of registered person	
Date of previous inspection	21 May 2013
Telephone number	

The childminder registered in 2012 and lives in Marden, Kent. She offers care weekdays from 8am to 6pm, all year round, except on bank holidays and family holidays. The childminder receives funding to provide free early education for children aged three and four years.

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