

Childminder Report

Inspection date

23 November 2016

Previous inspection date

17 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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder monitors children's developmental progress well. This helps her target appropriate interventions for children to close any potential gaps in their learning. Children make good progress in their learning from their starting points.
- Relationships with parents are strong. The childminder uses various ways to engage and involve parents effectively. For example, she uses an online system and parents contribute their knowledge of their children's progress and achievements at home. Parents value the bonds the childminder has with their children and appreciate her support and the good-quality care she provides.
- The childminder is highly effective at supporting children's communication and language development. For example, she emphasises words clearly to improve children's speaking skills, which particularly helps those who are learning English as an additional language.
- The childminder is sensitive and responsive to children's needs and helps them to be ready for their next stage in learning.

It is not yet outstanding because:

- The childminder does not provide regular opportunities to help children develop their early handwriting skills.
- The childminder occasionally misses opportunities to consistently help children's growing independence skills.

What the setting needs to do to improve further

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

- provide older children with more opportunities to develop their early handwriting skills
- build on existing opportunities for children to develop their independence.

Inspection activities

- The inspector observed the children during their play and learning experiences.
- The inspector observed children and the childminder interacting and discussed children's learning and development.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector looked at children's records and evidence of the childminder's suitability checks and qualifications.

Inspector

Kimberley Luckham

Inspection findings

Effectiveness of the leadership and management is good

The childminder uses her self-evaluation well and includes the views of parents and children to help her accurately identify improvements. For example, following a review of the children's questionnaires, the childminder has extended her range of books available to ensure they are age appropriate and keep children motivated and interested in books. The childminder keeps her knowledge up to date, for example, through training, to help improve her practice. She monitors and supports her assistant effectively and her assistant undertakes regular training. Safeguarding is effective. The childminder identifies potential risks in the environment and addresses these to help children play in safety. The childminder has a good understanding of the child protection procedures to follow and she is fully aware of how to report any issues. The childminder maintains good partnerships with other providers and this helps provide continuity for children's learning.

Quality of teaching, learning and assessment is good

The childminder has a secure knowledge and understanding of how to support the learning and development of children. She takes time to provide interesting, exciting activities that provide children with new experiences. For example, children thoroughly enjoyed a creative activity based upon squirrels. The childminder adapted the activity effectively for the different ages of the children; exploring textures with babies and how squirrels look and what they eat with the older children. The childminder makes regular assessments of children's play and achievements and shares these with their parents to keep them informed.

Personal development, behaviour and welfare are good

Children access a stimulating and welcoming environment, indoors and outdoors, including rich opportunities for role play. Children are confident, happy and settled. For example, the childminder gives praise and encouragement to help build on children's sense of pride in their ideas and achievements. She is a positive role model for children, and children generally behave well. Children learn to follow good hygiene routines. For example, they follow pictures to help demonstrate the handwashing routine. Children are developing a good awareness of the need for a healthy lifestyle. They enjoy nutritious meals and snacks and engage in conversations about healthy food choices.

Outcomes for children are good

Children develop a good understanding of diversity beyond their immediate family. For example, they compare different hair colours and gender during their role play opportunities. Children attend local toddler groups with the childminder and develop their physical and social skills. They enjoy outings to the local library where they can access and borrow a wide variety of books and build on their communication and literacy skills.

Setting details

Unique reference number	125956
Local authority	Kent
Inspection number	1061309
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	12
Number of children on roll	9
Name of registered person	
Date of previous inspection	17 December 2013
Telephone number	

The childminder registered in 1999. She provides care each weekday, for most of the year. She occasionally works with an assistant.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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