

Childminder Report

Inspection date	23 November 2016
Previous inspection date	22 January 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 provides regular opportunities to involve parents in their children's achievements. For example, she has daily discussions and shares learning records and day books. This helps parents to continue their children's development at home.
- Children make good progress. The childminder uses the information from observations and assessments well to help her plan for the next stage in their development.
- The childminder helps children learn to manage their behaviour by reminding them about sharing resources and taking turns. Children are kind and considerate towards each other.
- Children learn to respect and value each other's differences. For instance, the childminder provides activities and resources that reflect their individual backgrounds and cultures.
- The childminder oversees the work of her assistant well. For example, she observes her practice and identifies relevant training opportunities, which help to improve the assistant's knowledge and skills.

It is not yet outstanding because:

- The childminder does not make the most of opportunities to help children fully understand the importance of eating a healthy diet.
- The childminder does not consistently follow children's emerging interests to help extend their learning further.

What the setting needs to do to improve further

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

- increase opportunities for children to learn about eating a range of healthy food to support their physical health further
- build on opportunities for children to fully explore their interests to help extend their learning.

Inspection activities

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

Inspector

Sarah Stephens

Inspection findings

Effectiveness of the leadership and management is good

The childminder and her assistant successfully monitor children's progress. For example, they use guidance documents to track their learning. This helps them identify any gaps in development early and provide the appropriate support. The childminder improves her knowledge and skills such as through attending training and using online resources. 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. The childminder evaluates her service well. She identifies areas of weakness and sets targets for improvement. This helps her develop the quality of the provision and provide better outcomes for children.

Quality of teaching, learning and assessment is good

The childminder supports children's learning and development well. She asks them questions, which encourages them to think for themselves and solve simple problems. For example, the childminder enquires what happens to the children's hands when they wash them. She talks to the children about their wider experiences, which helps to support their conversations. The childminder successfully builds their mathematical development by using number language during their play. The childminder provides children with choices, which helps them to learn that their views are of value and important. She effectively supports their independence. For instance, she encourages younger children to feed themselves and pour paints.

Personal development, behaviour and welfare are good

The childminder offers a safe and welcoming environment. She is sensitive to children's individual emotional well-being. For example, she provides new children with reassurance that she will stay close to them during group activities when they are unsure. The childminder arranges daily opportunities for children to be physically active and learn about the world around them. For instance, they visit the library, museum, local parks and playgroups. Children learn to keep themselves safe. For example, the childminder practises regular emergency evacuation procedures with them.

Outcomes for children are good

Children make progress which is relevant for their age and gain the skills they need to be ready for their move to nursery or school. They start to hold pens and paint brushes, which helps to support their physical development and early writing skills. Children confidently build on their communication and language skills. For example, younger children start to form sentences and repeat new words quickly such as 'ticklish'. They show interest in others' play and confidently join in.

Setting details

Unique reference number	EY334339
Local authority	Kent
Inspection number	1061998
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 2
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	22 January 2013
Telephone number	

The childminder registered in 2006 and lives in Maidstone, Kent. She offers care Monday to Thursday from 6am to 6pm, throughout the year. The childminder has a relevant level 3 childcare qualification. She receives funding to provide free early education for children aged two, three and four years. The childminder works with an assistant.

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