

# Childminder Report

<b>Inspection date</b>	25 November 2016
Previous inspection date	5 June 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

- Since her last inspection, the childminder has established strong partnerships with parents and other key persons, and works effectively with them to meet children's individual needs. The childminder promptly shares information regarding children's learning and development with them. Parents comment that their children enjoy their time with the childminder.
- The childminder uses observations to help her plan a range of activities which supports children's learning and development well. This supports her to assess where children are in their learning, identify any gaps and monitor children's progress effectively.
- Children's welfare and safety are supported well. The childminder's regularly assesses her home for potential risks and minimises any she finds so that children can play in safety.
- The childminder builds strong attachments with the children she cares for. She continually supervises their play and listens to, and respects, what they have to say. This helps children feel valued.

### It is not yet outstanding because:

- The childminder does not consistently ensure that there are materials readily available for children to use to make meaningful marks and extend their early literacy skills.
- The childminder does not consistently encourage children's awareness and understanding of number recognition, weight and quantity to help build on their mathematical knowledge.

## What the setting needs to do to improve further

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

- increase the opportunities available for children to practise and build on their early writing skills
- make greater use of opportunities to build on children's awareness of mathematical ideas and language.

### Inspection activities

- The inspector observed the interactions between the childminder and children during activities.
- The inspector sampled a range of documentation, children's records, policies and procedures, and risk assessments.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector sampled returned questionnaires from parents and children.

### Inspector

Mary Vandeppeer

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands the procedure to follow should she have any child protection concerns about a child in her care. She is also aware of how to identify any risk to children from extreme behaviour and views. The childminder has recently undertaken safeguarding training and this has enhanced her already good understanding of what to do if she has concerns for a child. The childminder monitors her assistant's performance and provides regular mentoring sessions. The childminder regularly monitors and evaluates her provision, and the views of parents and children are valued as part of this reflective practice. The childminder is planning to attend training to help her further support children's communication and language development.

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

The childminder provides a broad range of experiences that helps to engage children in their learning and build on their interests. The areas children use are welcoming and stimulating, for example a dedicated play room supports children to easily choose the resources with which they want to play. The childminder encourages children as they play. For example, children learn to confidently handle tongs as they pick up teddy-bear shapes of various colours and sizes buried in rice cereal. Children enjoy searching for these and talk about how 'tricky' it is. As they succeed, the childminder praises them and they gain confidence and build on their physical skills. She asks questions to encourage children to think about what they are doing and listens to what they say in response.

### Personal development, behaviour and welfare are good

The childminder support children's physical development effectively and extends their play outdoors well. Children confidently put on their coats and shoes to go into the garden. Children are encouraged to be independent and try new things. For example, the childminder supplies warm, soapy water, as she knows they love to play with some of the toy animal figures, making them swim and dive. Children learn to share and play with others. They attend toddler sessions to help support their developing social skills. Healthy eating options are always available for children such as fruit and rice cakes. This is further fostered by games and posters to help children recognise more nutritious foods.

### Outcomes for children are good

Children are keen to join in with activities. They are becoming active and enthusiastic learners. Children's communication and language are supported very well and the childminder talks to them as they play. They enjoy looking at books and take part by acting out the story as it is told, using related small-world figures. Children make good progress from their starting points and gain the skills for their further learning.

## Setting details

<b>Unique reference number</b>	EY452967
<b>Local authority</b>	Kent
<b>Inspection number</b>	1063000
<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 - 8
<b>Total number of places</b>	12
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	5 June 2013
<b>Telephone number</b>	

The childminder registered in 2012. She lives in Snodland, near Rochester, Kent. The childminder operates her service all day on Monday to Friday for most of the year, with the exception of bank holidays and family holidays. The childminder has level 3 qualification in childcare. The childminder works with an assistant, on occasion.

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