

# Childminder Report

**Inspection date**

29 November 2016

Previous inspection date

14 October 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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 knows the children well and provides a good range of resources for them to play with. Children are happy, settled and make good progress in their learning, given their starting points.
- The childminder works closely with parents. For example, she finds out about the children's home routines such as sleeping and diet, and follows these to help provide consistency of care.
- The childminder helps children to keep safe. For example, she teaches them to cross the road safely and practises the evacuation procedure with them.
- The childminder supports children's communication well. For example, she shares favourite books and stories with them and introduces new words during play.
- The childminder involves others in evaluating the effectiveness of her setting. For example, she observes children's interests and seeks the views of parents. She has improved her provision successfully since the last inspection.

### It is not yet outstanding because:

- Children do not have effective opportunities to explore a range of materials to help extend their creative development.
- The childminder has not fully considered how to work with other settings that children attend, to help provide consistency of care and learning.

## What the setting needs to do to improve further

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

- provide effective opportunities for children to explore materials to help extend their creative development
- build on existing relationships with other settings to help provide consistency of children's care and learning.

### Inspection activities

- The inspector observed the childminder and children interacting together.
- The inspector spoke to the childminder at convenient times during the inspection and held a conversation with her about children's learning.
- The inspector spoke to the children.
- The inspector looked at documents such as training certificates and children's records.

### Inspector

Caroline Gibbons

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder reflects well on improvements to her setting. For example, she has made changes to the layout of her playroom to accommodate more resources and to help children to choose these independently. The childminder keeps up to date with new information. For example, she meets with other childminders to share ideas and has taken advice from the local authority, such as gaining new ideas for recording children's progress. Safeguarding is effective. The childminder has updated her knowledge on safeguarding matters and knows the process to follow if she has concerns about the welfare of children.

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

The childminder knows how to extend children's learning. She uses children's individual interests to build on their next steps, such as introducing mathematical language. For example, she encourages children to repeat 'one, two' as they dress the dolls and uses language such as 'heavy' during play. The childminder helps children to learn about the world around them. For example, they attend local groups to help children socialise and visit outdoor play spaces, such as farms. Children enjoy looking at a globe to identify countries and they learn about different festivals. The childminder monitors children's progress carefully to identify what they need to learn next.

### Personal development, behaviour and welfare are good

The childminder is calm and caring. She is attentive to the individual needs of the children. She is a good role model for children and helps them to develop positive self-esteem and to behave well. For example, she praises them for helping each other and teaches them the boundaries which she sets. The childminder encourages children to be independent, such as with handwashing and toilet routines. She provides individual towels to help encourage good hygiene, which was a recommendation from her last inspection. Children who require extra help are supported well. For example, the childminder uses different signs to help them communicate.

### Outcomes for children are good

All children are confident with the childminder. Older children are good communicators and learn key skills to prepare them for school, such as holding pencils correctly and managing their hygiene routines. They know where they live and recognise familiar places in the local area. Younger children are familiar with the routines of the setting. For example, they sit at the table for meals and they follow simple instructions, such as for crossing the road safely. They know how to switch on and operate simple toys.

## Setting details

<b>Unique reference number</b>	EY286064
<b>Local authority</b>	Kent
<b>Inspection number</b>	1075213
<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>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	14 October 2014
<b>Telephone number</b>	

The childminder registered in 2004 and lives in Swanscombe, near Dartford, Kent. She is available to work each weekday from 7.30am to 6.30pm for most of the year. The childminder holds a level 3 qualification in childcare.

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Piccadilly Gate  
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