

# Childminder Report

**Inspection date**

7 December 2016

Previous inspection date

22 January 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

- The childminder offers regular opportunities to involve parents in their children's learning. For example, she shares her observation sheets and has daily discussions. This helps parents to continue their children's learning at home.
- The childminder successfully monitors children's progress. For instance, she uses trackers and guidance documents. This helps her identify any gaps in development early and provide the appropriate support.
- Children are confident, happy and enjoy their time with the childminder. They make good progress and are ready for their next stage in learning.
- The childminder completes visual risk assessments of her environment, which helps to identify and minimise any hazards.
- Children behave well. The childminder provides clear guidance to help them manage their own behaviour. For example, she reminds them about acceptable actions.

### It is not yet outstanding because:

- The childminder does not form highly successful partnerships with other settings that children attend to share a wide range of development information.
- The childminder does not consistently support children to think for themselves and develop their own creative ideas.

## What the setting needs to do to improve further

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

- continue to build highly effective partnerships with other settings that children attend to provide a more consistent approach and help take their learning further
- provide children with time to think through and form their own creative ideas.

### Inspection activities

- The inspector held discussions with the childminder in relation to observations of 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

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. She is aware of her duty to prevent children from being drawn into situations which put them at risk of harm. The childminder improves her knowledge and skills. For example, she attended training to develop her understanding of how to support children's additional needs. The childminder uses the views of children, parents and other professionals to evaluate her service. This helps her develop the quality of her provision and provide better outcomes for children. Parents comment that they are very happy with the service the childminder provides.

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

The childminder successfully supports children's learning and development. She effectively uses the information from her observations and assessments to encourage their progress further. The childminder builds children's mathematical development well. For example, they count magnets and compare sizes. She effectively develops their communication and language skills. For instance, the childminder encourages children to talk about their families and their differences. She provides them with positive praise and encouragement, which helps to build their self-esteem. The childminder helps children learn that their views are of value and important such as by offering them choices.

### Personal development, behaviour and welfare are good

The childminder provides a stimulating and welcoming environment. For example, younger children freely make their own selections in the wide range of activities available to them. This helps to keep their motivation and interest in their learning. The childminder supports their physical health. For instance, she provides nutritious meals and snacks and daily opportunities to be physically active. Children form secure emotional attachments and positive relationships with her. The childminder helps children learn about the world around them and builds their social skills. For example, they visit groups and parks and go for walks in their local community.

### Outcomes for children are good

Children make progress which is relevant for their age and in some areas better than expected. They are confident to talk to adults and share their experiences. Children successfully develop their physical skills. For example, they use tweezers and show a preference for a particular hand when drawing. Children spontaneously use their imagination in play such as when they pretend it is an adult's birthday and sing 'happy birthday' to them.

## Setting details

<b>Unique reference number</b>	EY447945
<b>Local authority</b>	Kent
<b>Inspection number</b>	1062647
<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 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	22 January 2013
<b>Telephone number</b>	

The childminder registered in 2012 and lives in Maidstone, Kent. She offers care Monday to Friday from 7.30am to 6pm, throughout the year.

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Piccadilly Gate  
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