

# Childminder Report

<b>Inspection date</b>	8 December 2016
Previous inspection date	27 November 2012

<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

- Children form strong bonds with the childminder, her assistants and each other. The childminder provides lots of praise and encouragement, which helps to support children's emotional well-being.
- The childminder is vigilant in taking action to help her minimise potential hazards. For example, she completes regular risk assessments and provides children with clear guidance and instructions to help them learn how to keep themselves safe.
- Children make good progress in relation to their starting points. They learn to be independent, which helps children to develop confidence in their own abilities, including managing their personal care routines on their own.
- The childminder has good partnerships with parents, local schools and other early years settings that children attend. For example, they regularly share a wide range of information which helps to provide a consistent approach to children's learning and care needs.

### It is not yet outstanding because:

- On occasions, the organisation of some daily routines does not fully engage or keep children occupied.
- The childminder does not provide a consistently wide range of opportunities for the youngest children to explore and investigate, particularly in the outside environment.

## What the setting needs to do to improve further

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

- develop the organisation of some daily routines to help all children remain fully occupied and engaged
- improve the range of opportunities for the younger children to explore and extend their learning, particularly when playing outside.

### Inspection activities

- The inspector toured the areas where childminding takes place.
- The inspector spoke to the childminder and her assistants at appropriate times during the inspection.
- The inspector sampled documents including self-evaluation, planning and assessment records.
- The inspector observed children's play in both the inside and outside area.
- The inspector took account of the views of parents through documentation provided.

### Inspector

Janine Scott

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands her responsibilities to keep children safe and knows the procedures to follow to report any concerns. She has a positive attitude towards developing her practice and seeks the views of the assistants, parents and children to help identify areas for improvement. The childminder provides her assistants with regular opportunities to receive coaching, support and training. This helps to raise the quality of their practice and teaching, which directly supports outcomes for children. For example, they attended training to help them recognise different play styles and adapt the environment to support children's learning further.

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

The childminder and her assistants provide an environment that helps children to confidently choose and lead their play. For example, children decided to organise a party in the role-play area. They looked in drawers for the resources they needed, such as play food and plates. The childminder helped to extend this and made suggestions, for example, by asking the children if they needed tickets to invite their friends to the party. Children skilfully cut pieces of paper and attempted to write some of the children's names, which helped to develop their early writing skills. They handed out tickets for the party and arranged the play food onto plates. The childminder completes regular assessments of children's progress. She works with parents from the beginning to establish children's starting points and involves them in helping to plan for next steps in children's learning.

### Personal development, behaviour and welfare are good

Children behave well. They share and take turns in their play and conversations. The childminder effectively supports children to develop good social and communication and language skills. For example, she organises regular group times and reminds children that it is their turn to speak when they are holding the stick. This enables children to learn to listen to each other's views, ideas and be confident in their speaking skills. Children have good opportunities to explore other cultures and learn to respect the differences and similarities between themselves and others. For example, they visit the school to join in with harvest festival celebrations.

### Outcomes for children are good

Children make good progress in their learning and development. They concentrate and persevere in tasks. For example, children spend time trying to connect cogs together to make them all turn as one. They develop good communication and language skills. For example, they use a range of descriptive words when taking part in craft and art activities. Children develop a wide range of skills that help to prepare them for their next stage in their learning and the eventual move to school.

## Setting details

<b>Unique reference number</b>	EY422870
<b>Local authority</b>	Medway Towns
<b>Inspection number</b>	1058984
<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>	10
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	27 November 2012
<b>Telephone number</b>	

The childminder registered in 2011 and lives in Upper Halling, near Rochester, in Kent. She provides care all year round from 7.30am to 6.30pm. The childminder holds an appropriate qualification at level 3.

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