

# Childminder Report

**Inspection date**

19 December 2016

Previous inspection date

20 April 2016

<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 makes good use of risk assessments to identify potential hazards effectively. She promptly addresses these to help keep children safe.
- The childminder works closely with parents to provide a consistent approach to meeting children's care and learning needs. For example, she regularly shares information about children's progress and provides ideas to support home learning.
- Children feel happy and safe in the learning environment. The childminder forms secure bonds with children and these help develop their emotional well-being.
- The childminder provides a good range of activities that are typically planned according to children's individual stages of development and learning. This helps children to gain a good range of skills to support their move on to school.
- Children make good progress from their starting points. The childminder effectively monitors their progress and this helps her to identify gaps in their learning.
- The childminder evaluates her provision effectively, and the provision has improved since the last inspection.

### It is not yet outstanding because:

- The childminder does not organise the indoor play area well enough to help children use resources effectively to aid their learning.
- There are too few opportunities for children to understand and learn letter formation to help them develop their writing skills effectively.

## What the setting needs to do to improve further

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

- ensure that children can choose indoor based resources appropriately to help extend their play even further
- improve children's understanding of how letters are formed, to help develop their writing skills.

### Inspection activities

- The inspector viewed all play areas in the property used for childminding.
- The inspector held discussions with the childminder about children's learning.
- The inspector viewed documentation, including children's records, policies and procedures.
- The inspector observed activities and interactions between the childminder and children throughout the inspection.
- The inspector read through the childminder's completed self-evaluation and parents' feedback forms.

### Inspector

Josephine Afful

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder is aware of her duty to keep children safe. For example, she understands her role in child protection and knows how to report any concerns regarding children's welfare. She attends regular safeguarding training which helps her to identify any children who may be at risk of any form of harm. The childminder analyses how best to address weaknesses in the provision and consults parents to gain their views about what they think would help improve children's outcomes. She successfully tracks the progress of all children and knows where to seek extra support to help any children who are falling behind in their learning to catch up with their peers.

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

The childminder interacts well with children and she is flexible in her approach to putting her planning into action. For example, when children show a keen interest in an idea, the childminder quickly responds to this and provides activities to match their interest. The childminder supports children to develop a good understanding of mathematical concepts such as weight and measures. For example, children enjoy digging up potatoes and comparing their sizes. Children who learn best outside use the purpose-built play house in the garden to act out new and familiar situations.

### Personal development, behaviour and welfare are good

The childminder is a good role model for children and they behave well. She offers lots of praise throughout the day, for example, when children finish an activity and learn something new. This helps to develop children's self-esteem and motivates them to learn. Children have good opportunities to develop their physical skills. For instance, the childminder encourages them to explore in her garden daily and use different equipment. She provides healthy snacks and extends this with growing and planting activities to reinforce the importance of healthy lifestyles.

### Outcomes for children are good

Children develop good verbal communication skills. For example, young children talk confidently and use a good range of vocabulary. They are happy, sociable and behave well. Children are curious and active learners. For example, they enjoy feeding birds and cleaning up trays. While doing this, they learn about the different types of birds that come into the bird feeder. Children are able to count and begin to recognise colours. They develop key skills needed for their next stage of learning.

## Setting details

<b>Unique reference number</b>	EY347046
<b>Local authority</b>	Kent
<b>Inspection number</b>	1057741
<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>	3
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	20 April 2016
<b>Telephone number</b>	

The childminder registered in 2007 and lives in Longfield Hill, near Meopham, Kent. She provides care from Monday to Friday, all year round. The childminder holds a level 3 qualification in childcare.

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