

# Childminder Report

## Inspection date

9 January 2017

Previous inspection date

30 June 2014

<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 has a good knowledge of safeguarding and understands the procedures to follow if she was concerned about a child's welfare.
- Children are happy. They form close bonds with the childminder and settle quickly, ready to play and explore. This helps to support their emotional well-being.
- The childminder uses effective systems to help her monitor children's progress. She observes and assesses their play, which helps to identify gaps in learning. The childminder plans activities based on children's interests and stage of development. All children make good progress.
- The childminder offers children a wide range of experiences to support the development of their social skills, such as visits to local groups to interact with other children and adults.
- The childminder is a good role model and has a strong knowledge of the needs of all children. She offers lots of positive praise and encouragement, which help to boost children's self-esteem. All children behave well.

### It is not yet outstanding because:

- The childminder does not provide a wide range of opportunities for children to independently explore and investigate to extend their understanding of their senses.
- Sometimes, the childminder does not fully plan experiences which meet the needs of the younger children to help them extend their knowledge and thinking skills.

## What the setting needs to do to improve further

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

- extend the range of opportunities for children to explore and investigate using their senses
- continue to explore ways of engaging younger children in a wide range of experiences.

### Inspection activities

- The inspector had a tour of the areas used for childminding.
- The inspector and childminder observed children and discussed the learning that took place.
- The inspector observed the daily routine and practice, and discussed the organisation and management of the childminding service with the childminder.
- The inspector sampled a range of documents, including safeguarding policies and procedures, and children's learning and development information.
- The inspector read letters of reference from parents to take account of their views.

**Inspector**  
Sara Garrity

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder provides a safe and secure environment for children. For example, she closely supervises children and teaches them how to use equipment such as fishing nets safely. The childminder continually reflects on and evaluates the service she provides. For instance, she plans to employ an assistant and is aware of safer recruitment practices to help her ensure the assistant's suitability. The childminder shows a good understanding of how to support and extend her assistant's practice and professional development once employed. The childminder works effectively to keep her knowledge and skills up to date. For example, she works closely with other early years professionals to share best practice. She has built positive relationships with parents to help support continuity of care and home learning.

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

Children enjoy being creative and imaginative. For example, they become fully engrossed in sticking feathers and googly eyes on their pictures. Children develop and extend their ideas. For example, they make the existing role-play ice-cream shop into a toyshop. The childminder introduces relevant mathematical knowledge, such as helping them with simple addition and subtraction as they give change in the shop. The childminder supports children to develop good language skills. For instance, she introduces new words and reinforces pronunciation as they put items into their shopping bags. Children practise their early writing skills. For example, they use their note pads to make shopping lists. Children enjoy choosing a story before sleep time and eagerly join in with rhyming words and predicting what happens next in the story.

### Personal development, behaviour and welfare are good

Children are relaxed and ready to learn, knowing the childminder is close by for a reassuring cuddle and help when needed. The childminder encourages older children to cut up fruit and share it with their friends. Children lead healthy lifestyles. For instance, they take part in daily physical play in the garden or during outings to parks and indoor adventure play areas. Children learn to value and respect other cultures and the differences between themselves and others. For example, they celebrate different festivals and have a range of resources and posters that reflect other cultures.

### Outcomes for children are good

Children make good progress in relation to their starting points. They are independent and have good self-care skills. For example, they put on hats and scarves as they prepare to go outside. Children are confident and keen to play and explore using a variety of resources indoors and outdoors. They gain important skills to prepare them for their future learning and eventual move to school.

## Setting details

<b>Unique reference number</b>	EY390331
<b>Local authority</b>	Kent
<b>Inspection number</b>	1068934
<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>	30 June 2014
<b>Telephone number</b>	

The childminder registered in 2009 and lives in Weaving, near Maidstone, Kent. She provides care Monday to Thursday from 7.30am to 6pm, for most of the year. The childminder receives funding to provide free early education for children aged three and four years. The childminder holds a relevant childcare qualification at level 3.

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