

Childminder Report

Inspection date

6 January 2017

Previous inspection date

7 February 2013

The quality and standards of the early years provision	This inspection:	Good	2
	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 understanding of how children learn. She shares a good range of information with parents to help keep them involved in their children's learning. Children make good progress.
- Children are confident and independent. The childminder skilfully supervises their play and provides lots of praise and encouragement, which helps to build their self-esteem and pride in their achievements.
- The childminder helps to extend children's communication and language skills well. For example, she repeats and introduces age-appropriate words and sounds during play.
- Children form close relationships with the childminder. They are happy, settled and enjoy their time with her, which helps to support their emotional well-being.
- The childminder develops positive partnerships with other settings that children attend and effectively shares information. For example, they share next steps of learning to provide continuity in children's development.

It is not yet outstanding because:

- The childminder does not always make the best use of opportunities to further develop her professional knowledge and skills.
- At times, the childminder misses opportunities to build on and extend children's physical development.

What the setting needs to do to improve further

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

- make greater use of opportunities to develop and extend skills and practice to help raise outcomes for children
- develop further the range of experiences to encourage children to use and extend their physical skills.

Inspection activities

- The inspector observed the childminder and children taking part in activities.
- The inspector held discussions with the childminder.
- The inspector held discussions with the childminder in relation to observations of the children's play, learning and progress.
- The inspector looked at children's records, evidence of the suitability of the childminder and a range of other documentation.
- The inspector reviewed feedback from parents.

Inspector

Anna Fisk

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a secure knowledge and understanding of child protection procedures and knows how to report any concerns regarding children's welfare. She has a good understanding of how to identify any children who may be at risk of extreme views or behaviours. The childminder effectively tracks children's progress and ensures that children achieve well in all areas of learning. Since her last inspection, she has improved her resources to provide children with a wider range of opportunities to learn about the differences and similarities of people in the local community. She regularly liaises with other childminders, which enables her to share and discuss ideas for activities and good practice.

Quality of teaching, learning and assessment is good

The childminder provides a good range of resources for children to choose from. For example, children have access to extensive resources to practise new skills, such as picking up small objects to support their fine-motor development. The childminder interacts well with children and uses enthusiastic language to help encourage their communication skills. For example, she positions herself well when talking to children, gives eye contact and repeats words and sounds to help them understand. This helps children to remain focused and eager to learn. Parents are involved in their children's learning and contribute regularly to developmental checks. The childminder understands children's learning needs and creates interesting activities to support their progress.

Personal development, behaviour and welfare are good

The childminder gets to know the children very well and meets their individual care needs consistently. She effectively organises routines and adapts them to suit the children's needs. Children behave well. The childminder gives clear expectations for behaviour and encourages children to share. The childminder supports children's emotional well-being effectively. For example, they respond positively to her attention and she acknowledges their own achievements. The childminder provides opportunities for children to develop and explore their independence. For example, children are encouraged to join in and try new skills from a very young age.

Outcomes for children are good

Children develop good independence skills. For example, babies move themselves around the space leading their own play. They show high levels of confidence, for example, when throwing balls to and fro. Children are happy and ready to learn. They gain useful skills needed for their next stage of learning, including turn taking and sharing. Very young children learn how to keep themselves safe. For instance, they are supported as they learn how to move around the furniture when indoors.

Setting details

Unique reference number	EY396042
Local authority	Kent
Inspection number	1062290
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 2
Total number of places	6
Number of children on roll	12
Name of registered person	
Date of previous inspection	7 February 2013
Telephone number	

The childminder registered in 2009 and lives in Snodland, Kent. She operates her service all year round, all week from 6.30am to 6.30pm.

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