

Childminder Report

Inspection date	19 January 2017
Previous inspection date	11 November 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 plans her home so that it is a welcoming environment. Children arrive happily and explore the environment with confidence, even when they are very new to the setting.
- Children have a wide range of opportunities to use their imagination. For example, children enjoyed setting up a shop. The childminder challenged their mathematical skills with money and tills and developed their awareness of healthy food choices.
- Relationships with parents are strong. The childminder uses various ways to engage and involve parents effectively. Parents value the bonds the childminder has with their children and appreciate her support and the good-quality care she provides.
- The childminder evaluates her provision well. She includes the views of parents and children to help her accurately identify improvements. For example, children now have access to a wide range of resources that encourage them to value and respect people's differences and similarities.
- All children make good progress in their learning from their starting points.

It is not yet outstanding because:

- The childminder sometimes misses opportunities to extend children's early literacy skills, especially for those who prefer to learn outdoors.
- The childminder does not consistently enable children to learn to do things for themselves to support their independence further.

What the setting needs to do to improve further

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

- make the most of opportunities to help extend children's early literacy skills, especially for those who prefer to learn outdoors
- provide children with more opportunities to try and do things for themselves to further support their independence.

Inspection activities

- The inspector observed the children during their play and learning experiences.
- The inspector observed children and the childminder interacting and discussed children's learning and development.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector looked at children's records and evidence of the childminder's suitability and qualifications.

Inspector

Kimberley Luckham

Inspection findings

Effectiveness of the leadership and management is good

The childminder keeps her knowledge up to date. For example, following research the childminder created a toy library book showing activities and resources to help children make choices about their play experiences. The childminder supports her assistants effectively to maintain good practice. For example, she observes their practice and holds daily discussions and weekly reviews to build on outcomes for children. She maintains good partnerships with other providers to enable a consistent approach to children's care and learning. Safeguarding is effective. The childminder identifies potential risks within her home and on outings and addresses these to enable children to play in safety. She has a good understanding of the child protection procedures to follow.

Quality of teaching, learning and assessment is good

The childminder has a secure knowledge and understanding of how to support children's learning and development. She takes the time to provide interesting and exciting activities that provide children with new experiences. For example, children thoroughly enjoyed a creative activity based upon the Antarctic, inspired by the snowy weather. They were encouraged to recall how the snow looked and felt and they created with materials to represent this, such as glitter. This activity positively encouraged children's creative skills and understanding of the world. The childminder monitors children's developmental progress well. This helps her target appropriate interventions for children to close any potential gaps in their learning. For instance, children attend 'tumble time' sessions to enhance their coordination and balance skills. The childminder makes regular assessments of children's play and achievements and shares these with their parents.

Personal development, behaviour and welfare are good

The childminder shares warm relationships with children and babies. She meets their physical and emotional needs well. For example, she uses her calming tone of voice well to settle babies quickly. She gives praise and encouragement to help build on children's sense of pride in their ideas and achievements. Children enjoy the positive and supportive involvement of the childminder during their play. Children generally behave well. They are considerate and use good manners. Children learn to follow good hygiene routines, for example, they know when it is appropriate to wash their hands.

Outcomes for children are good

Children attend local groups with the childminder and develop their physical and social skills. For example, they enjoy outings to the local woodland areas where they are able to collect objects to use for craft and reflection activities. Children lead their own play well and access well-organised and clearly labelled resources. Children access opportunities such as role play to help prepare them for their next stage of learning or school.

Setting details

Unique reference number	156699
Local authority	Kent
Inspection number	1061559
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	6
Number of children on roll	15
Name of registered person	
Date of previous inspection	11 November 2013
Telephone number	

The childminder registered in 2001. She provides childcare from Monday to Friday. The childminder regularly works with one of her two registered assistants and with her husband, who is also a registered childminder.

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