

Childminder Report

Inspection date	23 January 2017
Previous inspection date	15 January 2014

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 develops good partnerships with parents that help her exchange information about children's care and learning. She listens to and acts on information from parents to develop her practice.
- Children make good progress in their learning and development. They are well prepared for the next stage in their learning and the move to school.
- The childminder is a warm and caring role model for children. She has strong relationships with children. For example, they cuddle her and take comfort in her presence when they are in the company of strangers.
- Children use good manners and play cooperatively together. They behave well and understand the childminder's expectations and the daily routine.
- The childminder regularly reflects on her practice. She seeks the views of parents to help her plan improvements to her provision.
- The childminder provides a broad range of activities, indoors and outdoors. This supports children's learning effectively and motivates them to join in.

It is not yet outstanding because:

- On occasions, planned activities do not stretch the abilities of all children involved.
- The childminder does not consistently exchange the same high level of information about the children's learning with all other settings that they attend.

What the setting needs to do to improve further

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

- ensure all planned activities provide challenge for older children
- improve further the exchange of information with all other settings that children attend.

Inspection activities

- The inspector observed children participating in activities and interacting with the childminder.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector viewed children's assessments and a selection of policies and procedures, including safeguarding.
- The inspector held discussions with the childminder in relation to observations of the children's play, learning and progress.
- The inspector spoke to and took account of parents' written views about the quality of the provision.

Inspector

Maxine Ansell

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder clearly understands her role and responsibility in protecting children and knows the actions to take if she has concerns about an individual child's welfare. The childminder knows children well, completing regular observations and planning activities to meet their individual needs. For example, she effectively plans activities to support children who speak English as an additional language. Parents are positive about the care she provides. For example, they feel that she is a good communicator and listens to them if they have any concerns about their children. The childminder keeps her knowledge of childcare matters up to date, for example, by attending training and discussing good practice with other childminders.

Quality of teaching, learning and assessment is good

The childminder supports children's early literacy skills well. For example, she encourages children's interest in books and spends time reading with them. She involves them in the story, such as when they pretend to be the wind. The childminder skilfully tells the stories, pointing out details in the pictures for children to follow. She helps children develop good communication skills. For example, she gets down to children's level and encourages eye contact as she listens and responds to them. The childminder tracks children's progress from the start to identify how she can support their development and identify any gaps in their learning. She involves parents in this process, for instance, through daily discussions, home learning ideas and six-weekly reports.

Personal development, behaviour and welfare are good

The stimulating, well-resourced environment, indoors and outdoors, helps children to develop their independence skills as they have opportunities to decide on their own play. Children develop their physical skills well, for example, with daily opportunities to run, and to use the trampoline in the garden. The childminder supports equality and diversity well. For example, she confidently encourages children to be respectful to each other and to learn about different cultures and languages. The childminder helps children learn to make healthy choices. For example, she talks about healthy foods in their role play and during snack time.

Outcomes for children are good

Children progress well from their individual starting points. They develop confidence in their abilities and a strong sense of belonging. Children enjoy being creative and are inquisitive learners, such as when they examine the glue as it trickles from the glue spreader. Children have interesting opportunities to build on their understanding of the world. For example, they use the cold weather to look for ice in the garden, discussing how it feels.

Setting details

Unique reference number	EY461329
Local authority	Kent
Inspection number	1069247
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	5
Number of children on roll	6
Name of registered person	
Date of previous inspection	15 January 2014
Telephone number	

The childminder registered in 2013 and lives in Sturry, near Canterbury, Kent. She provides her service from Monday to Friday between the hours of 7.30am and 6pm, during term time. The childminder receives funding to provide free early education for children aged two, three and four years. She holds an appropriate childcare qualification at level 3.

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