

# Childminder Report

<b>Inspection date</b>	24 January 2017
Previous inspection date	7 November 2013

<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 works well with her co-childminder and assistants. They jointly review their practice and implement positive changes to support children. For example, they developed how they observe children's play to ensure they have a greater focus on their individual development.
- Children are confident in the childminder's care. They make good progress in their learning and development.
- The childminder provides children with a welcoming and well-resourced learning environment. Children enjoy making choices and using the variety of play spaces, indoors and outdoors. For example, they enjoy energetic play outside as part of a healthy lifestyle.
- Children have clearly identified next steps to support their learning from the childminder's review of their progress. The childminder understands what children know and how she can further support their good development or help them catch up.

### It is not yet outstanding because:

- The childminder and co-childminder do not effectively review how they organise some daily routines to help make the most of these opportunities to build on children's learning and development.
- Sometimes, the childminder misses the opportunity to challenge children's thinking and ideas.

## What the setting needs to do to improve further

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

- review the organisation of some daily routines and make the most of these opportunities to consistently build on children learning
- make the most of learning experiences to encourage children's ideas and challenge their thinking even further.

### Inspection activities

- The inspector spoke to children, the childminder and her assistant at appropriate times during the inspection.
- The inspector gained the views of parents through written feedback and took their views into consideration.
- The inspector observed the quality of teaching and assessed the impact of this on children's learning.
- The inspector jointly observed an activity with the childminder and discussed children's learning.
- The inspector reviewed policies and procedures, and children's learning records.

### Inspector

Sarah Taylor-Smith

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder effectively risk assesses her setting. For example, she identifies any possible hazards and acts to remove them to keep children safe. Safeguarding is effective. The childminder knows what may affect vulnerable families and what to do if she has concerns about a child's welfare. The childminder provides good support to help her assistants develop their practice. For instance, she trains them on her policies and ensures that they have a good awareness of children's individual needs. The childminder develops her practice well. For example, she has professional discussions about best practice ideas, which enable her to help children have good learning experiences.

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

The childminder works well with parents. For example, she shares children's learning records and helps them have a good understanding of their children's development. Children are good communicators. For example, they ask the childminder what some of the toys are and she provides good explanations to help their understanding. The childminder helps children explore their physical development. For instance, they enjoy using the indoor ramps and steps to challenge themselves. The childminder has effective relationships with other settings that children attend. For example, they exchange developmental information about children and this helps provide a good continuity of care and education.

### Personal development, behaviour and welfare are good

The childminder knows children well. For example, she talks to them about members of their families and pets to support them to share stories from home. Children are confident to be themselves with the childminder and are settled in her care. The childminder and her assistant support children to behave well. For example, she helps them to take turns, share resources and explore other toys that may be similar. Children enjoy using resources that encourage their imaginary play. For instance, they dress up and the childminder helps them to assign roles in their game. The childminder helps children to have an awareness of the differences between people. For example, her resources reflect diversity and children learn about other cultures through celebrating festivals.

### Outcomes for children are good

Children are inquisitive and motivated to learn. For example, they enjoy learning to use scissors with the childminder's assistant and have pride in their achievements. Younger children enjoy specific play sessions tailored to meet their needs, such as exploring music. Older children are well prepared for their next stage of education at pre-school or school.

## Setting details

<b>Unique reference number</b>	EY460960
<b>Local authority</b>	Kent
<b>Inspection number</b>	1063437
<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>	5
<b>Number of children on roll</b>	8
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	7 November 2013
<b>Telephone number</b>	

The childminder registered in 2013 and lives in Allington, near Maidstone in Kent. The childminder offers care all day on weekdays. She works with two other childminders and has assistants. The childminder receives funding to provide free early education for children aged two, three and four years.

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