

# Childminder Report

**Inspection date**

6 December 2016

Previous inspection date

15 April 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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 gathers the views of parents and other professionals to help her effectively evaluate her practice. She has made several changes to her practice and met all actions and recommendations raised at her last inspection. This has helped improved children's outcomes.
- Children are confident and motivated to learn. The childminder forms secure attachments with children and values their unique ideas. She offers lots of praise to help boost their self-esteem.
- The childminder regularly shares information about the progress children make and provides ideas to support home learning. This helps to build continuity in learning.
- Children make good progress from their starting points. The childminder uses effective observations and assessments to monitor children's progress and identify gaps in learning. She plans relevant activities to help close any learning gaps.
- The childminder supervises children well and carries out thorough risk assessments to help children play in safe learning environments.

### It is not yet outstanding because:

- The childminder does not always encourage younger children to use their senses to explore messy play activities.
- The childminder does not organise some aspects of her environment well enough to further support children's play, especially for those who learn best outside.

## What the setting needs to do to improve further

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

- encourage younger children to explore their senses, particularly in messy play activities, to help arouse their curiosity
- develop the organisation of some aspects of the environment further to create more learning opportunities, particularly for those children who learn best outside.

### Inspection activities

- The inspector viewed all play areas in the property.
- The inspector observed activities and interactions between the childminder and children throughout the inspection.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector viewed documentation including children's records, policies and procedures.
- The inspector discussed how the childminder decides which areas of her service would benefit from improvement.

### Inspector

Josephine Afful

## 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 attends regular safeguarding training which helps her 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 planning to ensure that children have daily access to outdoor play. She regularly liaises with other childminders to exchange information and makes good use of early years guidance to help keep her knowledge and skills up to date. This shows her commitment to continually improving her provision.

### 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 role-play resources indoors to act out new and familiar situations. The childminder interacts well with children and asks relevant questions to encourage their communication and language skills. For example, she positions herself well when talking to children, gives eye contact and repeats instructions to help them understand. This helps younger children to remain focused and eager to learn. The childminder supports children to acquire good mathematical skills. For example, she regularly counts with the children and discusses colour, shape and size.

### 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 younger children. Children behave well. The childminder gives clear expectations for behaviour and encourages children to share and take turns. Children learn to take age-appropriate risks in their play. For example, babies take extra care while going up and down the slide and the childminder reminds them to be vigilant.

### Outcomes for children are good

Children develop good engagement and concentration skills. For example, babies focus on activities for extended periods. They show high levels of confidence, for example, when digging through the soil to find bugs. Children develop good physical skills. For example, babies climb different apparatus and learn to balance and coordinate their bodies in different ways. Children are happy and ready to learn through play. They gain useful skills needed for their next stage of learning including starting school.

## Setting details

<b>Unique reference number</b>	EY418050
<b>Local authority</b>	Kent
<b>Inspection number</b>	1057835
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	1 - 8
<b>Total number of places</b>	5
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	15 April 2016
<b>Telephone number</b>	

The childminder registered in 2010. She lives in New Ash Green, Kent. She operates her service from Monday to Friday, all year round. The childminder receives funding to provide free early education for children aged two, three and four years.

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