

Childminder Report

Inspection date	2 February 2017
Previous inspection date	30 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 provides a friendly, nurturing environment for children. This helps them develop positive relationships and encourages their confidence and self-motivation.
- Children make good progress in their learning from their starting points.
- The childminder regularly reviews children's progress and plans activities to help them catch up if there are any learning gaps.
- Children develop an understanding of their world around them. For example, the childminder regularly takes them to different groups locally, helping children to develop their social skills.
- Children learn about healthy lifestyles. For instance, the childminder offers them healthy foods and they have the opportunity for energetic play outside.
- Children learn about mathematics while they play. For example, the childminder counts with them and discusses sizes and shapes at every opportunity, such as snack time.

It is not yet outstanding because:

- The childminder does not provide children with the best possible opportunities to develop their creativity.
- The childminder is not precise enough with her self-evaluation to identify and action highly effective development plans to improve children's outcomes even more.

What the setting needs to do to improve further

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

- develop further opportunities for children to be creative
- build on the self-evaluation process to be more precise with development plans to improve children's outcomes even more.

Inspection activities

- The inspector observed interactions between the childminder and children during a variety of activities.
- The inspector sampled documents, including risk assessments, policies and procedures.
- The inspector took account of the views of parents through their written feedback.
- The inspector accompanied the childminder and children to the local park.
- The inspector discussed children's learning with the childminder.

Inspector

Janine Scott

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder is aware of her responsibility to keep children safe. She understands who to contact and the procedures to follow if she has concerns about their safety and welfare. The childminder conducts regular risk assessments to help keep her home safe. She has good working partnerships with all parents, who state that they value how she looks after their children. She makes good use of her childcare qualification and experience to support children's development and care needs.

Quality of teaching, learning and assessment is good

The childminder works well with parents from the start. For example, together they agree on children's starting points and plan next steps in their learning. She regularly assesses children's development and shares this with parents. The childminder knows each child well and adapts her approach to support their different ages and abilities. She provides effective support for children in their chosen activities to help extend their learning. For instance, when children are chalking, she sounds out the letters in their name to help encourage their early literacy development. The childminder enables children to make decisions about their play. For example, when they ask to go to the park to play ball she follows this through. She uses the walk to the park as a learning opportunity, such as pointing out words and numbers, and teaches road safety skills.

Personal development, behaviour and welfare are good

Children are happy, settled and behave well. They have lots of opportunities to develop their independence. For example, they choose freely from the good range of resources that are accessible and labelled with pictures so they can find their favourite toys easily. The childminder supports children's self-esteem well. For example, she praises young children for their perseverance and for 'having a go', such as when they put on their coats to go outside. Older children have a good understanding of how to keep themselves safe. For example, they discuss how holding on to a strap keeps them safe when out walking.

Outcomes for children are good

Children are motivated and enjoy their time with the childminder. They gain good skills that help prepare them for the next steps in their learning. For example, they have an interest in books and enjoy the resources that help explain the story. Children develop good communication and language skills. For example, older children talk confidently to others about what they are doing. Children learn to respect the differences and similarities of other cultures. For example, children tried different foods to celebrate the Chinese New Year.

Setting details

Unique reference number	EY464420
Local authority	Medway Towns
Inspection number	1069419
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 7
Total number of places	5
Number of children on roll	4
Name of registered person	
Date of previous inspection	30 January 2014
Telephone number	

The childminder registered in 2013 and lives in Rochester. She provides care from 7am to 6pm on Monday to Thursday, throughout the year. The childminder holds a level 3 childcare qualification.

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