

Childminder Report

Inspection date

6 February 2017

Previous inspection date

13 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

- There are strong partnerships between parents and the childminder. Parents value the daily information they receive about their children's learning and development, such as the comments in the daily diary.
- The childminder works well with her co-childminders. She checks the consistency of the teaching and, together, they review the success of planned activities on a daily basis.
- Children feel safe and behave well. Relationships are warm and trusting. This helps to support children's sense of emotional well-being.
- Children make good progress in relation to their starting points. The childminder works with parents to establish their children's unique starting points. She observes children regularly and plans suitable activities to help them achieve well.
- The childminder regularly updates her knowledge and skills to help to keep children safe and improve outcomes for them. There are good links with other providers, including schools and other settings they attend. Information is shared, which helps to provide consistency in children's learning and development.

It is not yet outstanding because:

- Sometimes, the childminder does not make the most of all opportunities to help children develop their independence skills further.
- The childminder does not provide enough opportunities for children to fully explore and investigate the natural world.

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 all opportunities to help children extend their existing independence skills further
- provide more opportunities for children to explore and investigate the natural world.

Inspection activities

- The inspector read the comments of parents and took account of their views.
- The inspector discussed the childminder's evaluation of her work and the documents relating to children's progress.
- The inspector viewed the areas of the childminding premises that children use.
- The inspector observed the childminder interacting with the children and discussed her practice.
- The inspector sampled written documentation, including that which relates to safeguarding.

Inspector

Jill Thewlis

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a secure knowledge of how to keep children safe from harm. She knows who to contact should she have any concerns about a child's safety or welfare. The childminder evaluates her practice and identifies areas for improvement. For instance, she noted that the old climbing frame was worn and installed a new one on a suitable safety surface. The progress of the children is checked regularly, delays in learning are identified and steps taken to close them. The childminder seeks the advice of other professionals to help her support the learning of children who have special educational needs.

Quality of teaching, learning and assessment is good

Children learn about other cultures and celebrations. For instance, they made sparkly spiders, cooked noodles and read stories to celebrate Chinese New Year and Burns Night. Children learn to communicate effectively. For example, the childminder speaks very clearly when she repeats words and phrases back to children. Children have many opportunities to develop their physical skills effectively. For instance, outside in the fresh air, children climb the steps to the top of the slide before they happily slide down. They ride around on bicycles and recognise that they have made a circle. Children's creative skills are well developed. For example, children sit together to play the drums.

Personal development, behaviour and welfare are good

Children are encouraged to recognise risks. For example, they know not to walk or run in front of the swing. They show an awareness of others and know to wait at the top of the slide until the child in front moves away. Children share and take turns. For example, when building a tower together, they take turns to put on the bricks. The childminder gently reminds children not to snatch things from each other and children respond to this positively. The childminder provides a nutritious diet, which helps to support children's physical development. They express their feelings and preferences. For instance, they talk about their favourite vegetables at lunchtime and how they are feeling during circle time.

Outcomes for children are good

Children learn the skills they need for school. Early reading and writing skills are effectively developed. For example, children learn to recognise initial sounds when they talk about different types of weather. Children have opportunities to practise their early writing skills. For instance, they use large sheets of paper to draw patterns and shapes. Children count accurately and recognise simple shapes, such as circles. They listen and follow established routines. For instance, when tidying up at lunch time, they know to 'park' the bicycles by the fence.

Setting details

Unique reference number	EY257376
Local authority	Kent
Inspection number	1068641
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	5
Number of children on roll	17
Name of registered person	
Date of previous inspection	13 January 2014
Telephone number	

The childminder registered in 2003. She lives in Paddock Wood, Kent. The childminder works alongside her husband who is also a registered childminder, another registered childminder and an apprentice. She works five days a week from 7.30am to 6pm, throughout the year. The childminder receives funding to provide free early education to children aged two, three and four years.

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