

Childminder Report

Inspection date

6 February 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 broad range of activities that support children's interests and learning effectively, and which motivate them to join in. Children make good progress in relation to their starting points.
- Partnerships with parents are good. The childminder keeps parents very well informed about children's care and learning. For example, parents have access to an electronic online system used to record assessments. This enables them to access and input information at home, which helps them to continue their child's learning at home.
- The childminder forms secure and trusting relationships with children, which helps them settle well and enjoy their time in her care. Children confidently move around her home, choosing and leading their own play.
- The enthusiastic childminder reflects on her practice well and continues to improve her provision. For example, she considers parents', children's, and her co-childminder's and assistants' views when developing ideas for improvements.

It is not yet outstanding because:

- On occasions, the childminder does not always support older children with strategies to encourage their understanding of sharing and good manners.
- The childminder does not make the best use of some routine activities to help children develop their independence skills further.

What the setting needs to do to improve further

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

- develop older children's understanding further of acceptable behaviour and good manners
- make the most of all opportunities to extend children's independence further.

Inspection activities

- The inspector observed children participating in activities and interacting with the childminder.
- The inspector spoke with the childminder, co-childminder and children at appropriate times throughout the inspection.
- The inspector viewed children's learning records 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 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 has a good understanding of her role and responsibility to support children's welfare, and knows how to identify and refer any concerns. She provides good guidance and support to her assistants, to ensure they have the required knowledge for their role, and understand their roles and responsibilities. The childminder has thoroughly risk assessed her new premises to help keep children safe. She works in close partnership with other settings that children attend to provide consistency in their learning and care. The childminder uses accurate assessments of children's development to help monitor their achievements and plan challenging activities to support their development.

Quality of teaching, learning and assessment is good

The childminder gains a good understanding of children's learning needs when they first start. For example, she seeks information from parents about their child's development and completes her own observations. The childminder and her assistants identify children's next steps for learning and provide activities to support and challenge their learning. Children develop their mathematical and technological knowledge well through play and activities. For example, they use pictures from the internet to talk about the size and different patterns on frogs from around the world.

Personal development, behaviour and welfare are good

Children receive plenty of praise and encouragement, boosting their confidence and self-esteem. They develop their physical skills well. For example, children learn different ways to come safely down a slide and negotiate others when riding bikes. Children develop their understanding of healthy eating. For example, the childminder provides nutritious snacks and meals throughout the day and explains the benefits of eating healthy food. She helps children gain an awareness of how to keep themselves safe. For example, the childminder reminds children that if they splash water on the floor during their play, it makes the floor slippery.

Outcomes for children are good

Children are well prepared for their next stage in learning, including school. They follow instructions and have a positive attitude to learning. Children develop a strong interest in early reading and stories. For example, they happily recite nursery rhymes and use their imagination to recreate stories such as pretending to fly on brooms. Children develop their language skills well. Young children learn to imitate and explore words and sounds, for example, as they attempt to repeat words from pictures in books.

Setting details

Unique reference number	EY483500
Local authority	Kent
Inspection number	1001801
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	12
Number of children on roll	18
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2014 and lives in Folkestone, Kent. She provides care on Monday from 8.30am to 4pm; on Tuesday, Wednesday and Thursday from 8am to 6pm; and on Friday from 8am to 4pm, all year round. The childminder receives funding to provide free early years education for children aged two, three and four years. She regularly works with at least one assistant and co-childminder. The childminder has a level 4 childcare qualification.

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