

# Childminder Report

**Inspection date**

14 February 2017

Previous inspection date

20 November 2014

<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 builds good relationships with parents to support individual children. For example, she provides good information about children's learning and invites parents to share children's learning from home. Children receive good continuity in their care and learning.
- Children are settled and happy in the childminder's care. She has good, caring relationships with them and supports their emotional well-being well. For instance, she knows how individual children like to be comforted.
- The childminder knows children's interests and uses this information effectively to provide activities that engage and motivate them to learn.
- Children make good progress in their development. The childminder uses effective planning and assessment processes to help her identify children's stages of development and how to support them to develop their skills.

### It is not yet outstanding because:

- Sometimes, the childminder misses learning opportunities to further children's independence and create more challenges to extend their skills and support them to make even more progress.
- At times, children do not have many opportunities to voice and share their opinions with each other.

## What the setting needs to do to improve further

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

- increase the opportunities to further encourage children's independence and challenge them to extend their skills
- develop opportunities to encourage children to share their views and opinions to value each other's input.

### Inspection activities

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

### Inspector

Sarah Taylor-Smith

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder develops her practice well and keeps up to date with developments and changes to relevant guidance. For example, she networks with other childminders, researches new ideas and attends training. She has recently developed the range of resources that help younger children explore drawing and making marks. Safeguarding is effective. She understands her responsibility to keep children safe, for instance, by effectively evaluating accidents to minimise hazards to children. She knows the procedures to follow if she has concerns about children's welfare. The childminder evaluates her practice well and is committed to improving her service and, for instance, includes the views of parents.

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

The childminder monitors children's learning well and has a good understanding of their capabilities. Children receive good support and opportunities to develop their physical skills. For instance, they practise using role-play knives and scissors with dough to develop their small-muscle movements. The childminder successfully supports children's communication and language development. For example, she encourages children to be involved in positive discussions and interactions with herself and other children. Children enjoy exploring bubbles outside and, for example, learn about the effects of using different sized bubble wands.

### Personal development, behaviour and welfare are good

The childminder offers a welcoming and warm environment for children. Children have a good range of opportunities to learn about the world around them and other people who may be different to them. For example, the childminder arranges regular play times with other childminders and their children so they can socialise and spend time with others. The childminder works well with parents to help children to have a balanced and healthy diet. Children have positive messages about how to lead healthy lifestyles, such as being able to enjoy the opportunity to play outside. Children behave well. For instance, the childminder encourages them to take turns during games.

### Outcomes for children are good

Children are intrigued by the good range of resources available to them and enjoy exploring freely. They learn how to keep their bodies healthy. For example, they like to play with and explore role-play items to learn how to brush their teeth well. Children develop confidence in their skills and enjoy praise. They play well with their friends and, for instance, encourage them to join in their play. Children learn a good range of skills to help them be ready for their next stage of learning at nursery or school.

## Setting details

<b>Unique reference number</b>	EY441837
<b>Local authority</b>	Kent
<b>Inspection number</b>	1071493
<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>	1 - 3
<b>Total number of places</b>	5
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	20 November 2014
<b>Telephone number</b>	

The childminder registered in 2012 and lives in Ashford, Kent. She offers care from 8am to 6pm on Monday to Thursday for 47 weeks of the year. The childminder receives funding to provide free early education for children aged two, three and four years.

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