

Childminder Report

Inspection date

21 February 2017

Previous inspection date

7 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 establishes positive relationships with children. This helps children to enjoy their time at the setting and develop a good sense of belonging. Children's emotional well-being is supported effectively.
- Children learn positive skills that help prepare them well for their future learning. For example, they develop early mathematical skills and count freely as they play.
- Children make good progress. The childminder has effective systems to monitor and track their learning. This helps her to highlight any gaps in children's development promptly and provide support to enable children to catch up.
- Children have good opportunities to challenge their physical abilities. For example, they climb trees and explore moving in different ways
- The childminder helps children manage the move to school well. For instance, children engage in routines that they may experience at school, such as register time.
- The childminder monitors the consistency of quality of teaching well. For example, she talks daily with her co-childminder to discuss the day's events.

It is not yet outstanding because:

- The childminder misses some opportunities to encourage children to express themselves freely in a more extensive range of creative ways.
- The childminder does not make the most of opportunities to communicate with parents even more effectively to share children's achievements more consistently.

What the setting needs to do to improve further

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

- improve the opportunities for children to express themselves freely and extend their creative skills further
- extend the range of ways to communicate with parents to consistently share children's achievements even more effectively.

Inspection activities

- The inspector viewed the areas of the childminder's home that children use.
- The inspector observed the childminder interacting with the children.
- The inspector sampled written documentation, such as children's progress reports, and policies and procedures.
- The inspector spoke to children and the childminder at convenient times.
- The inspector held discussions with the childminder in relation to observations of the children's play and learning .

Inspector

Kelly Hawkins

Inspection findings

Effectiveness of the leadership and management is good

The childminder evaluates and reviews her practice effectively. For example, she carries out daily observations of children playing to evaluate how well they engage in learning experiences. The childminder uses the evaluations to help support her improvement plans, which enables her to ensure that she keeps children motivated and engaged to learn. The childminder keeps up to date with new ideas and builds on her skills and knowledge further. For example, she attends online discussions with other childminders to share ideas and carries out her own reading on a regular basis. The childminder has a good knowledge and understanding of the safeguarding procedures to follow to help protect the welfare of children and keep them safe. Safeguarding is effective.

Quality of teaching, learning and assessment is good

The childminder builds on children's spontaneous play well. For instance, children enjoy dressing up as a chef and 'cooking' in their role-play kitchen. She encourages children to use pictures of food to create their own menus, which helps them make links to the real world. Children are confident communicators and develop a good understanding of mathematical concepts. For example, they play games such as number lotto where they count and recognise numbers in enjoyable ways. Children have good opportunities to understand time. For example, they learn to recognise significant events, such as lunchtime happens when the clock indicates midday.

Personal development, behaviour and welfare are good

The childminder knows the children well and they feel listened to and respected. Children behave well and are polite and kind to each other. For example, children help each other complete tasks as they play. The childminder supports children's good health and physical well-being effectively. Children understand the importance of healthy lifestyles. For instance, they play games that develop their understanding of what foods are healthy. Children also have good opportunities to engage in active play or participate in relaxing activities. They develop an understanding of other people's similarities and differences in the wider world. For instance, children learn simple words such as 'hello' in other languages and celebrate festivals from around the world.

Outcomes for children are good

Children of all abilities make good progress in their development and learn skills to help support their future learning. For example, children create their own written recipes during role play, forming letters and simple words. Children enjoy recognising letters in alphabet spaghetti, which helps to develop early literacy skills. Children have good social skills. For example, children freely share resources and wait their turn during games.

Setting details

Unique reference number	EY460222
Local authority	Kent
Inspection number	1069220
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	6
Number of children on roll	10
Name of registered person	
Date of previous inspection	7 January 2014
Telephone number	

The childminder registered in 2013. She lives in Ashford, Kent. The childminder works closely with another childminder. The childminder cares for children from Monday to Thursday, 7.30am to 5pm, all year round. The childminder receives funding to provide free early education for children aged two, three and four years.

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