

Childminder Report

Inspection date	22 February 2017
Previous inspection date	13 November 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 stimulating environment, which includes an exciting range of good-quality toys and resources. Children are motivated, engaged and make good progress.
- The childminder undertakes a variety of professional development opportunities, which she uses to help adapt and extend her practice. For example, she learnt about the different styles of children's play to help her recognise what they were doing and support them further.
- The childminder works closely with her co-childminder to provide continuity of care and learning. They have formed good relationships with the children, which helps to support children's emotional well-being.
- Partnerships with parents are good. The childminder shares a wide range of information with them to help support children's development and learning at home.

It is not yet outstanding because:

- At times, the childminder does not allow children enough time to fully vocalise their thoughts and ideas and extend their thinking to a higher level.
- Children are not able to consistently freely access resources and equipment to enable them to explore mark making and practise their early writing skills.

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 children have to think more deeply and explore ideas further, to increase their already good progress
- review and improve the opportunities children have to explore mark making and their early writing skills.

Inspection activities

- The inspector sampled a range of documents, which included safeguarding policies and procedures, and children's assessment folders.
- The inspector discussed with the childminder how she works with her co-childminder, and the organisation and management of the childminding service.
- The inspector held discussions with the childminder in relation to observations of the children's play, learning and progress.
- The inspector read letters of reference from parents and took account of their views.
- The inspector looked at areas of the home used for childminding.

Inspector

Sara Garrity

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good knowledge of how to safeguard children and understands the procedures to follow if she was concerned about their welfare. She closely supervises and monitors children to help keep them safe. The childminder regularly reflects on her provision and clearly identifies strengths and areas for improvement. For instance, she is in the process of developing the outdoor environment to provide a separate area for babies to investigate and explore. The childminder has strong links with schools and nurseries to help support children moving on to the next stage in their lives. She makes good use of the expertise of local authority professionals to help guide her practice and stay informed of changes to guidance.

Quality of teaching, learning and assessment is good

Children have an exciting range of experiences to help them to make good progress in all areas of learning. For instance, they investigate the changes in materials as they add water to flour and experiment with quantities, which helps to develop their interest in science and mathematics. The childminder has a good awareness of how children learn and uses her observations and assessments effectively to help identify children's interests and next steps in learning. Children show good levels of concentration and are motivated to learn. For instance, they eagerly look for the puzzle piece with the flat side as they complete puzzles with friends. Children enjoy a variety of experiences, such as using public transport to explore their local community. This helps them to develop an awareness of the wider world.

Personal development, behaviour and welfare are good

Children have daily opportunities to learn about the importance of eating well and leading healthy lifestyles. For example, they enjoy nutritious meals and develop their independence skills as they make their own sandwiches at lunchtime. Children's behaviour is very good. They have a clear understanding of how to manage their own behaviour. The childminder has clear rules and boundaries and is a good role model. Children learn how to take turns and share. They respect and value their own and other people's similarities and differences.

Outcomes for children are good

Children are independent, confident learners who are eager to join in activities and show great satisfaction when they complete tasks. For instance, they proudly show others the paper pancakes and frying pans they have made. Children enjoy books and talk about the stories they read together. They gain the skills they need for the next stage in their learning and are well prepared for their future learning and eventual move to school.

Setting details

Unique reference number	EY397970
Local authority	Kent
Inspection number	1071203
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	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	13 November 2014
Telephone number	

The childminder registered in 2009. She lives in Kennington, near Ashford in Kent, and works with a co-childminder at her home. The childminder provides care Monday to Friday from 7am to 6pm for most of the year. She receives funding to provide free early education for children aged three and four years. The childminder holds a relevant early years qualification at level 3.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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