

Childminder Report

Inspection date

23 February 2017

Previous inspection date

5 December 2012

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 supports children's literacy development well. For example, she takes children to the library and provides quiet time after lunch for reading.
- Children make good progress. The childminder successfully uses the information from her observations and assessments to plan for children's next stage in learning.
- The childminder offers children clear guidance and explanations to help them manage their own behaviour. For example, she uses distraction, and encourages them to share and take turns.
- The childminder provides regular opportunities to involve parents in their children's learning. For example, she has daily discussions, sends texts, shares development folders and daily diaries. This helps parents to continue their children's learning at home.
- The childminder completes thorough risk assessments of her environment. This helps her identify and minimise any hazards in her surroundings.

It is not yet outstanding because:

- The childminder does not consistently offer a wide variety of textures and materials for younger children to explore during their play.
- The childminder does not make the most of opportunities for children to learn about the diversity of different people's backgrounds.

What the setting needs to do to improve further

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

- increase opportunities for children to explore a wide variety of materials and textures during their play
- build further opportunities for children to learn about people's similarities and differences.

Inspection activities

- The inspector observed the quality of teaching and the impact this had on children's learning and development.
- The inspector viewed all the areas of the premises used for childminding.
- The inspector viewed a range of documentation, including the childminder's first-aid qualification and public liability insurance.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
- The inspector spoke to parents and took account of their written views.

Inspector

Sarah Stephens

Inspection findings

Effectiveness of the leadership and management is good

The childminder monitors children's progress well. For example, she provides regular reviews of children's learning. This helps her identify any gaps in development early and provide the appropriate support. Safeguarding is effective. The childminder has a secure understanding of the signs that would cause her concern about a child's welfare and the processes to follow. She evaluates her service well. The childminder identifies areas of weakness, and sets targets for improvement. She effectively builds her knowledge and skills, such as attending regular training. This helps her develop the quality of the provision and provide better outcomes for children. Parents comment that they are very happy with the service the childminder provides.

Quality of teaching, learning and assessment is good

The childminder successfully supports young children's learning and development. She builds their communication and language skills well. For example, she introduces colours and new words to help extend their vocabulary. The childminder talks to children about their experiences at home and helps with their developing social skills. She follows children's lead in play and encourages their imaginary ideas. For example, the childminder pretends to talk to children on a toy phone. She asks them questions to help them think for themselves and take their learning further, such as 'who lives on a farm?' This helps to keep children's motivation and interest in their learning.

Personal development, behaviour and welfare are good

The childminder provides a stimulating and welcoming environment. She is sensitive and responsive to children's emotional well-being. For example, she provides children with extra care and attention when needed. The childminder helps children learn about healthy lifestyles. For instance, she provides them with nutritious options at mealtimes and daily opportunities to be physically active, such as when they visit parks and go on walks. The childminder helps children learn good hygiene routines, such as washing their hands before eating and after touching animals. She builds children's confidence and self-esteem, for example, with positive praise and encouragement.

Outcomes for children are good

Children make good progress which is appropriate for their age. They develop their early writing skills well. For example, children draw on paper and give meaning to the marks that they make. Children build on their interest in musical instruments and the sounds that they make, such as playing a toy piano. Children start to recognise simple shapes, which helps to support their developing mathematical awareness. Children are keen to learn new skills.

Setting details

Unique reference number	EY447422
Local authority	Kent
Inspection number	1078730
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 3
Total number of places	5
Number of children on roll	4
Name of registered person	
Date of previous inspection	5 December 2012
Telephone number	

The childminder registered in 2012 and lives in Greenhithe, Kent. She offers care from 7am to 5.30pm, Monday to Friday, throughout the year. The childminder receives funding to provide free early education for children aged two, three and four years.

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