

# Childminder Report

**Inspection date**

21 February 2017

Previous inspection date

28 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 provides effective support to help children develop their communication and language skills. For example, she responds well to young children's babble and engages them in positive interactions as they try to communicate.
- Children are settled and have good relationships with the childminder and other children. The childminder knows them well, which helps her to support their emotional well-being effectively.
- The childminder helps children to develop confidence in their abilities, for instance, by celebrating their new achievements. All children make good progress from their individual starting points.
- Children receive a broad range of learning experiences. For example, the childminder carefully plans activities and learning opportunities to help children develop in all areas of learning.
- Children have regular opportunities to develop their social skills and learn to be confident interacting with other adults and children. For example, the childminder takes children to toddler groups and meets up with other childminders.

### It is not yet outstanding because:

- The childminder has not fully established ways of sharing more detailed information with parents about their children's learning and how they can further support their children at home.

## What the setting needs to do to improve further

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

- develop partnerships with parents further to share more frequent information about children's learning and how they can help to support their children at home.

### Inspection activities

- The inspector gained the views of parents through written statements 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 suitability checks and children's learning records.

### Inspector

Sarah Taylor-Smith

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a strong understanding of what to do if she has concerns about a child. She is aware of the signs that indicate children and families may be at risk of extreme views or behaviours. The childminder evaluates and develops her practice well and is fully aware of her areas for improvement. She extends her skills and seeks out new ideas for her setting. For example, the childminder notices what activities attract children when they are out. She then extends the range of equipment accordingly to help provide a more interesting range of learning experiences for children back at her setting. The childminder shares good practice and ideas with other childminders, which helps her to further develop her skills and provision.

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

The childminder has a good understanding of how young children learn and helps them to lead their own play. For example, she supports children to follow their ideas and encourages them to be creative and explore toys in their own way. The childminder sensitively offers support, such as adding additional resources, and makes suggestions about what else they could do. She introduces children to a good range of mathematical language. For instance, the childminder encourages children to count the legs on the spider they are drawing. She has a good overview of children's development. For example, the childminder reviews this regularly to help her identify any gaps in their learning and adapts her planning to provide activities to enable children to catch up.

### Personal development, behaviour and welfare are good

The childminder successfully helps children to understand their own cultural backgrounds and other people's. For example, she works with parents to find out about their home lives, backgrounds and cultures. The childminder incorporates these into activities and experiences to help children learn about the world. Children develop good levels of independence relative to their age. For instance, younger children enjoy the challenge of peeling their own fruit for snack. The childminder supports children's safety well and helps them to learn about risk. For example, children confidently explore play equipment at local parks.

### Outcomes for children are good

Children learn a wide range of useful skills which help to prepare them for when they move on to nursery or school. Children develop good early writing skills. For example, they freely access paper and pencils and practise forming letters to develop an understanding of their name in writing. Children are motivated, eager to learn and physically confident. For instance, they enjoy visiting soft play centres to safely explore how to balance and climb.

## Setting details

<b>Unique reference number</b>	EY406872
<b>Local authority</b>	Kent
<b>Inspection number</b>	1071246
<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 - 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	28 November 2014
<b>Telephone number</b>	

The childminder registered in 2010 and lives in Ashford, Kent. She offers care from 8am to 6pm each weekday for most of the year, except family holidays. The childminder receives funding to provide free early education for children aged two, three and four years.

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