

# Childminder Report

## Inspection date

24 February 2017

Previous inspection date

17 July 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

- Children are motivated and eager to explore. They have a wide range of learning experiences. For example, children enjoy going on trips to the park, zoo, and toddler and music groups to help them to learn about their local community and the world around them.
- The childminder and her assistant provide an interesting and stimulating learning environment for children to explore. For instance, they have carefully considered the inside and outside areas to make them interesting for children to investigate and play.
- Children have good opportunities to be independent. For example, they put on their all-in-one suits to play in the garden and try to do things for themselves, such as the zips and fastenings.
- The childminder and her assistant work well together. They communicate effectively to ensure that children's well-being and learning needs are consistently met.
- All children make at least good progress in their learning and development from their individual starting points. Children develop good attitudes towards learning.

### It is not yet outstanding because:

- The childminder has not fully developed her partnership working with all other settings that children attend to help them make even better progress.
- Not all children who are learning English as an additional language have opportunities to explore their home language.

## What the setting needs to do to improve further

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

- develop the partnership working with other settings that children attend to support better continuity in their learning and help them make even better progress
- extend the opportunities for all children who are learning English as an additional language to be able to explore and develop their home language.

### Inspection activities

- The inspector gained written feedback from parents 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, the childminder and her assistant 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

Safeguarding is effective. The childminder and her assistant have a good understanding of their responsibility to keep children safe. They are aware of the action to take if they have concerns about children's welfare. The childminder provides good support to her assistant to develop his skills and they work together to evaluate the setting. For example, they have developed the outside learning opportunities for children. The childminder keeps her practice up to date, for instance, she networks with other childminders and researches new ideas. She routinely monitors children's progress and has a good understanding of their overall progress.

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

The childminder has strong partnerships with parents, who offer highly positive praise about their children's care and progress. Parents are regularly kept up to date about their children's development and well-being. The childminder and her assistant support children to have good communication and language skills. For example, they give children good explanations to help their understanding and also extend their vocabulary well, such as helping them to identify their right from their left. The childminder and her assistant know children well. For instance, they take children's individual interests and stages of development into consideration when they plan activities.

### Personal development, behaviour and welfare are good

Children enjoy their time with the childminder and are settled and happy. The childminder helps children of all ages develop good relationships. For example, she encourages them to listen to each other's wishes and supports them well to take turns. Children behave well. They are polite and show kindness towards each other. The childminder and her assistant support children to learn about a range of cultures and traditions. For instance, children have a good understanding of diversity and celebrate festivals from around the world. Children learn to keep themselves safe and explore their physical skills. For example, they use bikes and ride-on toys and, with support, identify what a 'stop' sign looks like and learn to ride around others.

### Outcomes for children are good

Children are continually engaged in learning and are supported to make choices and follow their own interests. Children develop a good range of skills in readiness for starting school. All children gain an understanding of mathematics. For instance, young children enjoy listening to number rhymes and older children learn to count. Children are confident and self-assured. They celebrate their achievements and are keen to develop their skills further. For example, children draw their favourite shapes and are excited by their developing skills.

## Setting details

<b>Unique reference number</b>	EY474254
<b>Local authority</b>	Kent
<b>Inspection number</b>	1071786
<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 - 6
<b>Total number of places</b>	5
<b>Number of children on roll</b>	12
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	17 July 2014
<b>Telephone number</b>	

The childminder registered in 2014 and lives in Ashford, Kent. The childminder offers care from 8am to 6pm each weekday throughout the year, except family holidays. She works with an assistant. The childminder receives funding to provide free early education for children aged two, three and four years.

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