

Childminder Report

Inspection date

28 February 2017

Previous inspection date

18 August 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 supports children to develop good communication and language skills. Children who are learning English as an additional language are particularly well supported. For example, the childminder assesses children's development in both languages and successfully encourages them to use these at her setting.
- Children settle well in the childminder's care. She works well with parents to get to know children and helps them to feel comfortable in her setting.
- All children make good progress in their learning and development from their individual starting points. For instance, the childminder understands their individual needs and helps children to successfully develop at their own pace.
- The childminder takes good steps to improve her practice. For example, she assesses the current needs of the children and seeks further training and advice to help close the gaps in her knowledge and provide better individual support to them.

It is not yet outstanding because:

- The childminder sometimes misses opportunities to help children to learn more about how to keep themselves safe.
- The childminder has not fully considered ways to use some daily routines to extend children's learning even further.

What the setting needs to do to improve further

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

- provide further support to children to extend their understanding of how to keep themselves safe
- make better use of some daily routines to support children's learning further.

Inspection activities

- The inspector spoke to parents and read written feedback 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 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 has a clear understanding of the signs that may cause concern about children's welfare. She knows what procedures to follow to support children's safety. The childminder evaluates her practice well and identifies how she can further improve her service. For instance, she has recently developed how she shares best practice ideas from training with parents to help them further support their children's learning at home. The childminder sometimes works with an assistant and she supports his practice well. For example, she ensures that he has up-to-date safeguarding knowledge and keeps him well informed about the children's development.

Quality of teaching, learning and assessment is good

The childminder knows children's interests well and uses these to plan a range of learning and play experiences for children. For example, children enjoy outings and activities that reflect their interests and which support their engagement in learning. The childminder monitors children's learning effectively and identifies what they need to learn next. Partnerships with parents are good. For instance, parents are kept informed of their children's development. The childminder supports children's mathematical development well. For example, she helps children to count the pieces of train track and trains as they play. Children receive good support to explore their imaginations, such as through role play in the play kitchen.

Personal development, behaviour and welfare are good

The childminder supports children's emotional well-being effectively. For example, she provides lots of encouragement and praise for children's achievements. Children receive good opportunities to learn about their own culture and those different to them. For instance, they celebrate festivals relevant to them and others such as Chinese New Year. The childminder works well to support children's behaviour. She encourages children to have a good range of social experiences. For example, they enjoy going to toddler groups and spending time in the local community. Children enjoy challenging themselves physically. For instance, the childminder helps them to explore how to throw big balls and use scooters.

Outcomes for children are good

Children are confident and are keen to achieve their goals. For example, they continue to try to complete tasks for themselves such as changing their trousers and putting their shoes on. Children learn to share their views. For instance, they share with the childminder what they would like to do and let her know if they do not like something. Children engage well in their learning and have a strong interest in exploring. They develop skills ready for future learning and are well prepared to start nursery or school.

Setting details

Unique reference number	EY474974
Local authority	Kent
Inspection number	1071819
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 7
Total number of places	6
Number of children on roll	11
Name of registered person	
Date of previous inspection	18 August 2014
Telephone number	

The childminder registered in 2014 and lives in Ashford, Kent. She offers care on weekdays from 7am to 6pm, except for bank holidays and family holidays. The childminder sometimes 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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