

Childminder Report

Inspection date

2 March 2017

Previous inspection date

21 July 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 uses detailed systems to effectively assess and monitor children's learning. She has a good understanding of children's strengths and gaps in their development and has good plans in place to help them succeed. All children make good progress.
- Children settle quickly and the childminder works well with parents to get to know children's needs when they start. Children are comfortable and content as they play and learn. Their emotional well-being is supported well.
- The organised childminder develops her practice well and keeps her knowledge up to date. For example, she completes training and has discussions with other childminders to share best practice ideas.
- Children receive good support to follow their interests. The childminder supports their learning well, and adapts and develops activities based on their individual needs.

It is not yet outstanding because:

- The childminder has not fully considered further ways of inviting parents and other settings that children attend to contribute towards children's ongoing assessments of learning, to support their development further.
- The childminder sometimes misses opportunities to help children learn about the effects of different foods on their bodies.

What the setting needs to do to improve further

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

- develop the partnerships with parents and other settings that children attend and include them in assessments of children's learning to create a better continuity of education
- make better use of opportunities to help children understand more about the effects of food on their bodies and living healthy lifestyles.

Inspection activities

- The inspector gained the views of parents through 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

The childminder evaluates her practice well. She identifies strengths and areas where she can improve. For example, she has developed how she stores and shares resources with children to enable them to have better choices in their play. Safeguarding is effective. The childminder is knowledgeable about current safeguarding guidance and the signs that affect vulnerable children and families. She has a clear understanding of what to do if she has concerns about children's welfare. The childminder has good safety procedures in place. For example, she has carefully reviewed her emergency evacuation plan to ensure that children have a good understanding of the procedures and that they are effective.

Quality of teaching, learning and assessment is good

Children have good opportunities to develop their mathematical knowledge and are confident using their skills. For instance, the childminder helps children to learn about numerals and how to organise their toys in order of height. Children receive good support to develop their communication and language skills. For example, the childminder engages them in positive discussions about their play and they enjoy sharing books. The childminder helps children to develop their physical skills. For instance, they have the opportunity to play outside and go on trips to the park.

Personal development, behaviour and welfare are good

Children have good opportunities to be independent. For example, they actively get toys out ready for activities and enjoy learning how to sharpen pencils. The childminder helps children to form good friendships with others. Children spend time socialising with other children at toddler and community groups. Children learn about other people's similarities and differences. For example, they have good opportunities to explore the cultures and beliefs of other people. The childminder helps children to feel pride in their achievements. For instance, children excitedly show the childminder what they have done and she celebrates with them, and helps children to share this with their parents.

Outcomes for children are good

Children develop an interest in learning and enthusiastically approach activities. Children develop an awareness that letters and words carry meaning. For instance, young children begin to point to letters and older children ask about the meaning of words. Children enjoy using their imaginations and engaging in role play. For example, they include their small world figures in their play and begin to make up stories. Children learn a good range of skills to help them prepare for the next stage of their education, including school.

Setting details

Unique reference number	156032
Local authority	Medway Towns
Inspection number	1070386
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 7
Total number of places	6
Number of children on roll	8
Name of registered person	
Date of previous inspection	21 July 2014
Telephone number	

The childminder registered in 2001 and lives in Frindsbury, near Rochester, Kent. She offers care on weekdays from 7am to 6pm, all year round, except for family holidays.

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