

# Childminder Report

**Inspection date**

3 March 2017

Previous inspection date

14 July 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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 happy and relaxed in this welcoming environment. The childminder and her assistants know the children well and interact with them with enthusiasm and care.
- The childminder has a good understanding of her responsibilities. She is reflective and is committed to the development of her provision. For example, she supports her assistants well and they all access regular training and use their knowledge to improve learning experiences for all children.
- Children enjoy creative and stimulating activities, inside and in the garden. For example, they explore making marks and patterns in wet sand using scoops, cars and paintbrushes.
- Children develop good mathematical skills. For example, they sort plastic fruits according to colour and shape, and count how many pieces they have found.
- Children make good progress. The childminder and her assistants monitor children's progress carefully. They use information from their observations to identify gaps in children's development and plan for next steps in their learning.

### It is not yet outstanding because:

- The childminder does not make the most of opportunities to develop children's understanding of the importance of healthy eating.
- The childminder misses some opportunities to help children build on their independence, such as managing their personal care needs.

## What the setting needs to do to improve further

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

- extend opportunities for children to learn more about the importance of healthy eating
- develop further the existing opportunities to help children build on their independence.

### Inspection activities

- The inspector observed children and their interactions with the childminder and her assistants as they engaged in activities inside and in the garden.
- The inspector sampled a range of documentation, including children's learning records, and policies and procedures.
- The inspector carried out a joint observation with the childminder.
- The inspector discussed safeguarding practices with the childminder and her assistants.
- The inspector spoke to parents and took account of their views.

### Inspector

Lucy Whitestone

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder evaluates her practice well and has a good understanding of her strengths, as well as the areas that she would like to improve. For example, she is developing her settling-in process further by including both family and staff photos in each new child's contact book. The childminder has good relationships with parents, with whom she shares information about children's progress and provides ideas to support home learning. The childminder works well in partnership with other professionals and shares information with settings that children also attend to meet children's needs. Safeguarding is effective. The childminder understands her role and responsibility in keeping children safe and knows what action to take if she has concerns for children's welfare. For example, she updates her safeguarding training regularly.

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

Children are active learners who enjoy exploring the activities on offer. They develop their physical skills, for instance, as they carefully use tweezers to pick up plastic fruit and balance on a textured beam in the garden. The childminder and her assistants support children's language skills effectively, for example, by singing songs, modelling how to say words and introducing new vocabulary such as 'swirly patterns' and 'astronaut'. Children thoroughly enjoy investigating the different sounds they can make with musical instruments, experimenting with making rhythms at different speeds and counting the number of beats as they say their names. The childminder makes good use of additional funding to support individual children's needs, such as buying specific resources and accessing relevant training.

### Personal development, behaviour and welfare are good

Children chat and smile as they engage in play with the childminder and her assistants. Children develop confidence in the childminder's care and she supports their emotional well-being successfully. For example, children are eager to tell each other about their favourite toys at group time. Children learn to respect and value people's differences and similarities. The childminder models clear and consistent expectations of good behaviour and offers children praise. Children listen to her carefully and are happy to play collaboratively, sharing resources and taking turns. Children follow good hygiene routines. For example, they know they need to wash their hands before eating.

### Outcomes for children are good

Children develop independence. For example, they choose what they want to play with for themselves. Children learn skills they need for the next stage in their learning, including their move to school. Older children practice their early writing and reading skills as they write their name in the sand and identify the letters.

## Setting details

<b>Unique reference number</b>	EY342584
<b>Local authority</b>	Kent
<b>Inspection number</b>	1084120
<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>	0 - 7
<b>Total number of places</b>	9
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	14 July 2016
<b>Telephone number</b>	

The childminder registered in 2006 and lives in Charing, near Ashford, Kent. She works with assistants, of whom two work with her at any one time. The childminder provides care from 7.30am to 6pm on weekdays, for most of the year. She receives funding to provide free early education for children aged two, three and four years. The childminder holds a childcare qualification at level 3.

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