

Childminder Report

Inspection date

6 March 2017

Previous inspection date

13 November 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 has good regard for children's safety. She works well to provide a safe environment for children. Children are given clear guidance on how to play safely and are supported to take sensible appropriate risks, such as when playing on apparatus.
- The childminder involves parents in their children's learning and development. They are given good ideas on how to continue learning at home and add their input to children's progress assessments.
- Children have strong bonds with the childminder and each other. The childminder places a strong emphasis on supporting children's personal development, behaviour and welfare. Children have good levels of self-esteem and confidence.
- The childminder knows children well. She carefully reviews their ongoing development to identify their strengths and where they require further support. She uses this effectively to help her plan activities that children are keen to participate in.
- Children are motivated to learn and make good progress in preparation for school.

It is not yet outstanding because:

- The childminder does not routinely include the views of parents when she is evaluating her setting and making improvement plans.
- The childminder does not consistently develop partnerships with other settings children attend, to work together and fully support children's learning.

What the setting needs to do to improve further

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

- expand on how the views and opinions of parents are included in the evaluation process
- improve partnerships with other settings that children attend to develop a shared approach that consistently supports children's learning and development.

Inspection activities

- The inspector held discussions with the childminder in relation to observations of children's play, learning and progress.
- The inspector had discussions with children.
- The inspector took the views of parents into account.
- The inspector sampled a range of documentation, including children's records and safeguarding procedures.

Inspector

Karen Scott

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands her role in safeguarding children and knows the procedures to follow should she have any concerns about a child's welfare. She evaluates her setting well and makes plans to improve children's outcomes. For example, the childminder added more resources to be used with modelling dough to encourage children to use their imagination more. The childminder carefully evaluates the activities she provides to ensure that all children learn and make progress in all areas. The childminder continually develops her knowledge and skills. For example, she works very closely with other childminders. They share training that they have been on and discuss ideas for good practice.

Quality of teaching, learning and assessment is good

Children make choices about what they play with, helping themselves to easily accessible toys. The childminder is skilled at standing back and letting children lead their play. She extends their learning well, such as using questions, modelling ideas and making suggestions. For example, the childminder demonstrates how to use tools and then encourages children to discover the effects of their actions. Children are keen to investigate. They explore what happens when they pour water through a variety of tubes, for example. Children make good progress with their language development. For instance, the childminder uses signing successfully to help children communicate. Children are encouraged to talk through their activities and explain in detail; for example, children discuss how to play a game with balls, bats and hoops in the garden.

Personal development, behaviour and welfare are good

Children are proud of their achievements and keen to share with others. For example, their artwork is displayed prominently, and children ask others to look at how high they climb and how quickly they slide down the slide. Children are given clear guidance and support to help them think of others. For example, they are helped to understand how others feel when they spill water on them. Children are keen to share toys and take turns. They learn about people's differences and enjoy celebrating a variety of festivals. Lunchtime is a social occasion. Parents appreciate the nutritious diet their children enjoy. Children learn the importance of a healthy lifestyle. They help to grow the vegetables, follow good hand washing procedures and enjoy daily exercise and fresh air.

Outcomes for children are good

Children are independent and manage some skills well. For example, they put on and do up their own shoes and coats before playing outside. Children listen well and follow instructions, such as tidying away toys before lunch. Children begin to write their names and develop mathematical understanding as they play.

Setting details

Unique reference number	EY427706
Local authority	Medway Towns
Inspection number	1071401
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	4
Number of children on roll	4
Name of registered person	
Date of previous inspection	13 November 2014
Telephone number	

The childminder registered in 2011 and lives in Gillingham, Kent. She offers her service from 7.30am to 6pm, Monday to Friday, all year round. The childminder receives funding to provide free early education for children aged two, three and four years.

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