

Childminder Report

Inspection date

7 March 2017

Previous inspection date

20 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 forms warm and sensitive relationships with children. She knows the children well and she meets their individual emotional needs well.
- Partnership with parents is good. The childminder keeps parents very well informed about children's care and learning. For example, parents have access to an electronic online system to see observations and records of achievements. This enables them to input information at home, involving them fully in their child's home learning.
- The childminder encourages children's good behaviour. For example, she reminds children to use good manners and supports them to share and take turns with the other children. Children behave well.
- Children are motivated, keen to learn and well prepared for the next stage in their learning. They make good progress from their individual starting points.
- The childminder manages her setting well. She involves parents in her evaluation and reflection of her practice, effectively identifying aspects that she can improve.

It is not yet outstanding because:

- The childminder does not always make full use of all opportunities to encourage children to use their independence.
- The childminder does not always organise outdoor play opportunities as well as possible. For example, enabling younger children to investigate, explore and extend their sense of curiosity.

What the setting needs to do to improve further

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

- build on children's opportunities to develop their independence further
- continue to develop the outdoors area further to allow children who enjoy learning outdoors opportunities to investigate, explore and develop their sense of curiosity.

Inspection activities

- The inspector observed children participating in activities and interacting with the childminder.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector viewed the children's assessments and a selection of policies and procedures, including safeguarding.
- The inspector held discussions with the childminder in relation to observations of the children's play, learning and progress.
- The inspector took account of parents' written views about the quality of the provision.

Inspector

Maxine Ansell

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a secure understanding of the signs that would cause her concern about a child's welfare and the procedures she would need to follow. She knows the children well, for example, through completing regular observations, monitoring and tracking their progress. The childminder uses this information effectively to identify any gaps in learning and plan activities to extend their skills. The childminder works successfully with parents and other early years settings that children attend to support a consistent approach in both learning and care. She continues to improve her knowledge and skills. For example, she meets with other childminders to exchange good ideas and discuss childcare issues. She also reads childcare research to enhance the quality of her provision and maintain her good practice.

Quality of teaching, learning and assessment is good

The childminder provides a well-organised, resourced environment to enable children to make choices in their play and follow their interests. For example, labelled storage containers enable children to understand print carries meaning and allows them to see what is available. The childminder makes use of regular observations and accurate assessments to plan activities that target children's individual needs and reflect their interests. She uses skilful questioning to support and encourage children's learning. For example, she recognises young children's interest in painting and colour mixing. She uses this to develop their small muscles and extend their understanding of letter shapes as they draw them in the paint.

Personal development, behaviour and welfare are good

The childminder provides a warm and welcoming environment in which children learn and develop their self-esteem. Children have high levels of confidence and happily interact with adults. They develop their social skills and understanding of the world around them, for example, as they pretend to make dinner. Children have regular opportunities to develop their physical and social skills. For instance, they take the dog for walks to the local park, woods and beach and meet other childminders. This helps to extend their knowledge of their local community and the wider world.

Outcomes for children are good

Children develop good early reading skills. For example, babies enjoy looking at and turning the pages in books, and older children enjoy using the repetitive language in stories. Children are well prepared for their next stage in learning, including school. They follow simple instructions and have a positive attitude to learning.

Setting details

Unique reference number	EY441380
Local authority	Kent
Inspection number	1071491
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 7
Total number of places	5
Number of children on roll	8
Name of registered person	
Date of previous inspection	20 November 2014
Telephone number	

The childminder registered in 2012 and lives in Kemsley, in Sittingbourne, Kent. She cares for children between the hours of 7am and 6.30pm on Monday to Friday, all year round. The childminder receives funding to provide free early years education for children aged two, three and four years. The childminder has a level 3 childcare qualification.

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