

# Childminder Report

**Inspection date**

2 March 2017

Previous inspection date

28 April 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 successfully uses the information from her observations and assessments to plan for children's interests and next stage in learning.
- Children make good progress and any gaps in their development are steadily closing. They make their own choices, including freely accessing the activities and resources available to them.
- The childminder supports children's understanding of healthy lifestyles. For instance, she provides nutritious meals and daily opportunities for them to be physically active, such as using the local parks.
- The childminder provides clear guidance to help children manage their behaviour. For example, she praises good behaviour and encourages sharing and taking turns.
- The childminder completes thorough risk assessments, which helps to identify and minimise any hazards to children.

### It is not yet outstanding because:

- The childminder does not make the most of opportunities to further support young children's communication and language skills.
- The childminder does not consistently help children learn about other people's similarities and differences.

## What the setting needs to do to improve further

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

- increase opportunities for younger children to fully develop their communication and language skills
- build further opportunities for children to learn about the diversity of different people's backgrounds.

### Inspection activities

- The inspector observed the quality of teaching and the impact this had on children's learning and development.
- The inspector viewed all the areas of the premises used for childminding.
- The inspector viewed a range of documentation, including the childminder's first-aid qualification and public liability insurance.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
- The inspector took account of parents' written views.

### Inspector

Sarah Stephens

## 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 processes to follow. She understands her responsibility to notify Ofsted of any changes to her provision. The childminder works well with her assistant. For example, they regularly share information about children's development. They improve their knowledge and skills, such as attending training and reading relevant resources. The childminder successfully monitors children's progress, which helps her identify any gaps in development early. She seeks guidance from other professionals when needed to help support children's individual learning needs. The childminder uses the views of parents and children to evaluate her service. She identifies areas of weakness and sets targets for improvement. This helps her develop the quality of the provision and provide better outcomes for children.

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

The childminder successfully supports children's learning and development. She offers opportunities for them to explore and investigate their environment, such as using magnifying glasses and binoculars outside. The childminder supports children's mathematical development well. For example, she introduces counting and helps children to recognise shapes and sizes. The childminder asks children questions to help them think for themselves and she adapts her teaching to suit each child's needs. This helps to keep their interest and motivation in their learning. She provides regular opportunities to involve parents in their children's learning. For instance, through sharing development folders, emails, texts and having daily discussions. This helps parents to continue their children's learning at home.

### Personal development, behaviour and welfare are good

The childminder provide a safe and welcoming environment. She successfully supports children's emotional well-being. For example, she provides them with a quiet area to sleep and rest, when needed. The childminder effectively builds children's confidence and self-esteem, such as through giving them positive praise and encouragement. Children learn to keep themselves safe. For example, the childminder practises regular emergency evacuation procedures with them.

### Outcomes for children are good

Children gain the skills they need for their move to nursery or school. Younger children build their literacy development well. For instance, they look at books and point at the pictures. This helps them to learn that print carries meaning. Children develop their physical skills effectively. For example, they use shape sorters and fix pieces of train track together. Children successfully use their imagination, such as during role play with dolls.

## Setting details

<b>Unique reference number</b>	EY451372
<b>Local authority</b>	Kent
<b>Inspection number</b>	1069169
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 6
<b>Total number of places</b>	5
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	28 April 2014
<b>Telephone number</b>	

The childminder registered in 2012 and lives in Dartford, Kent. She offers care on Monday to Friday from 5.45am to 7pm, throughout the year. The childminder works with an assistant.

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