

# Childminder Report

<b>Inspection date</b>	9 March 2017
Previous inspection date	8 January 2015

<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

- Children are happy and settle well. The childminder forms close bonds with children, helping them to feel secure and ready to learn. Children behave well and show consideration towards others. They share equipment and resources and take turns.
- Children develop successful language skills. They talk to the childminder about the things they are doing. They use their imaginations well, such as talking about aliens and dinosaurs who will ride in the junk models cars they make.
- The childminder effectively supports children to develop their physical skills. Children enjoy being active and energetic, both outside as well as indoors. For example, indoors children play jumping games. Children learn to use their smaller muscles too, such as when they paint, which helps to strengthen their hands for very early writing.
- The childminder has successfully made improvements since her previous inspection. For example, she has developed partnerships with other settings children attend, which has helped to improve the effectiveness of how they support children's emotional well-being.

### It is not yet outstanding because:

- Although the childminder helps children to understand some mathematical concepts, she misses many opportunities to extend children's understanding about counting in sequence.
- The childminder encourages children to follow her ideas, which does not help them to test and trial their own creative thoughts.

## What the setting needs to do to improve further

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

- make better use of opportunities to develop children's mathematical awareness, especially counting in sequence
- encourage children to experiment and test their own creative ideas to help extend their art and design skills even further.

### Inspection activities

- The inspector observed children playing independently, with other children and with the childminder.
- The inspector toured parts of the childminder's home used for childminding purposes.
- The inspector conducted a joint observation with the childminder and discussed how she organises and manages her practice.
- The inspector considered parents' views by reading testimonials and speaking to some on the day of the inspection. The inspector spoke to children during the inspection and considered their views too.
- The inspector sampled a range of documents including policies, suitability checks and children's records.

### Inspector

Tristine Hardwick

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder knows how to identify and report any concerns she has about children's safety. She keeps her knowledge and teaching skills up to date successfully. For example, recent training helps her to distinguish how differently boys and girls play. The childminder shares this knowledge with parents, which helps them to work in partnership effectively and support children's learning and development consistently. The childminder monitors children's progress effectively. She completes regular summaries of their achievements, which help her to identify and address any gaps in children's learning and development. The childminder uses self-evaluation well to identify and plan for improvements in her practice, which improves outcomes for children. For example, in supporting younger children further to be more independent.

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

The childminder understands children well. She knows their interests and uses these to plan experiences that enable children to progress. For example, when children complete puzzles, she uses different pieces to teach them about shapes, showing the pieces to support their understanding. This helps to encourage children to be motivated to learn and eager to progress. The childminder extends play ideas effectively, which maintains children's interests further. She speaks to them frequently about what they are doing and challenges them to think of ways to make improvements. When girls squabble over resources, the childminder encourages them to think of ways to resolve the situation amicably. This teaches children to be thoughtful towards others.

### Personal development, behaviour and welfare are good

The childminder is kind, calm and caring towards children, which provides them with a positive role model. She encourages children to be confident, through her effective support of their emotional well-being, such as talking about things that are important to them. The childminder helps children to feel part of the community. She takes them on regular outings and to various playgroups, helping them to build on their increasing confidence to socialise with other children.

### Outcomes for children are good

Children make secure progress across all areas of learning. Young children use brushes to paint and begin to identify colours well. They develop their imaginations as they make models, increasing their hand to eye coordination successfully. Children are energetic and develop an understanding of healthier lifestyles. Children are learning good social skills. They attend a variety of groups with the childminder, which encourages them to interact with others and learn how to behave in different environments. Children develop skills that prepare them for the next stage of development and their eventual move to school.

## Setting details

<b>Unique reference number</b>	EY372162
<b>Local authority</b>	Kent
<b>Inspection number</b>	1085617
<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 - 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	8 January 2015
<b>Telephone number</b>	

The childminder registered in 2008 and lives in Margate, Kent. She offers care every weekday from 7.30am until 5.30pm all year round, except public holidays. The childminder receives funding for the provision of free early years education for children aged two, three and four years. The childminder is qualified to level 3 in childcare and education.

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