

# Childminder Report

**Inspection date**

24 March 2017

Previous inspection date

15 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**

- The childminder establishes positive relationships with children and gets to know them well. She visits them at home to see them play in their own environment. This helps children settle happily and confidently into their play.
- Children have good opportunities to extend their learning. For instance, they visit a range of places of interest, such as museums, to extend their interest in dinosaurs.
- The childminder uses effective ways to keep her knowledge up to date and build her skills. For instance, she liaises with other childminders to share new ideas regularly.
- There are good opportunities for children to develop their creativity. They engage in a variety of interesting activities, for example, they enjoy painting with their hands.
- Children learn good skills that help prepare them well for school. For instance, they develop good mathematical abilities, such as confidently counting up to 10.
- The childminder establishes positive relationships with parents and keeps them fully involved in their children's progress. For example, she encourages them to add to their children's learning records and share their achievements on a regular basis.

**It is not yet outstanding because:**

- Occasionally, the childminder misses opportunities to extend children's understanding of early reading and letter recognition to enhance their learning.
- The childminder does not make the most of opportunities to share children's achievements with other settings they attend to enable consistent care and learning.

## What the setting needs to do to improve further

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

- extend opportunities to develop children's understanding of early reading and letter recognition to support their future learning skills further
- improve the partnerships and communication with other settings children also attend to share their achievements more effectively and to enhance the consistency of care and learning children experience.

### Inspection activities

- The inspector viewed the areas of the childminder's home that children use.
- The inspector observed the childminder interacting with the children.
- The inspector sampled written documentation, such as children's progress reports, and the childminder's policies and procedures.
- The inspector spoke to children and the childminder at convenient times.

### Inspector

Kelly Hawkins

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder effectively evaluates her practice. For instance, she carefully considers ideas from parents and children in regular discussions and questionnaires, which she uses to make future plans and positive changes to her practice. She also attends a weekly group to ensure that children engage in more social interactions and develop confidence in preparation for nursery and school. The childminder closely monitors children's progress. This helps her to quickly highlight any gaps in their development and provide individual support to help children catch up. Safeguarding is effective. The childminder has a good knowledge and understanding of the procedures to follow to keep children safe and protect their welfare. Children develop a good understanding of how to keep themselves safe. For instance, they learn how to exit the setting calmly in an emergency.

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

The childminder supports children to prepare and manage the move to school effectively. For instance, she takes children to visit the school and teachers so they begin to understand what they may expect when they begin their journey there. The childminder skilfully builds on children's interests. For instance, children were excited by a story based in a woodland. The childminder and children then visited the woods to act out the story and bring it to life. The childminder supports children to develop good communication skills. For instance, she asks challenging questions that enable children time to think and respond. Children are happy to express their ideas confidently as they play.

### Personal development, behaviour and welfare are good

The childminder is a positive role model to children. Children are polite and behave well. They are kind and show empathy for others. For instance, they regularly bake cakes and sing for the elderly. Children develop a good understanding and respect for other peoples' similarities and differences. For example, they celebrate events from around the world and explore interesting resources, such as African music and drums. Children develop a good understanding of healthy eating. For example, they pick blueberries at the orchard and prepare them for their snack. Children develop good physical skills. For example, they climb and balance on large equipment at the park, such as cargo nets.

### Outcomes for children are good

Children of all ages make good progress. Children learn good skills to support their future learning. For example, they participate in challenging activities that require a level of responsibility to manage risk safely, such as using tools including screwdrivers to help fix things. Children engage in activities that require a level of maturity. For instance, they learn how to play simple tunes on the piano. Children learn about more complex ideas. For example, they explore light and dark, using torches and glow sticks.

## Setting details

<b>Unique reference number</b>	EY372903
<b>Local authority</b>	Kent
<b>Inspection number</b>	1085620
<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>	2 - 8
<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>	15 January 2015
<b>Telephone number</b>	

The childminder registered in 2008. She lives in Horsmonden, Kent. The childminder cares for children, Monday to Friday from 7.30am to 6.30pm, all year round. The childminder holds a relevant early years qualification at level 3.

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