

Childminder Report

Inspection date

20 April 2017

Previous inspection date

1 April 2015

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 monitors children's progress thoroughly, taking swift action to address any emerging gaps in their learning. All children make at least good progress from their starting points.
- The childminder effectively adapts her interactions and activities for children, such as for those of different ages and abilities, to enhance their learning.
- Children develop a good understanding of diversity beyond their immediate family. For example, the environment is rich in positive cultural images and dual language text, including books and role-play resources.
- The childminder shares warm close relationships with the children and meets their physical and emotional needs well. Children show they feel secure in the childminder's care. They enjoy snuggling in and have a familiar routine.
- Partnerships with parents are good. Parents value the bonds the childminder has with their children and appreciate her support and the good-quality care she provides.

It is not yet outstanding because:

- The childminder does not make the most of opportunities to help children develop their independent skills to meet their own hygiene needs.
- At times, the childminder does not provide children with consistent opportunities, such as for children who prefer to learn outdoors, to develop their literacy skills.

What the setting needs to do to improve further

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

- extend opportunities for children to develop their independent skills, in particular to meet their own personal hygiene needs
- extend existing opportunities for children to see and understand that print carries meaning.

Inspection activities

- The inspector observed the children during their play and learning experiences.
- The inspector observed children and the childminder interacting, and discussed children's learning and development.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector looked at children's records and evidence of the childminder's suitability and qualifications.

Inspector

Kimberley Luckham

Inspection findings

Effectiveness of the leadership and management is good

The childminder uses self-evaluation well to improve the quality of care and teaching and promptly address any areas for improvement. For example, she has developed the use of pictures to enable children to see the wide range of resources available and make choices about what they would like to play with. The childminder keeps her knowledge up to date, for example, through training, to help improve her practice. Safeguarding is effective. The childminder identifies potential risks in the environment and addresses these to help children play in safety. The childminder has a good understanding of the child protection procedures to follow and she is fully aware of how to report any issues.

Quality of teaching, learning and assessment is good

The childminder makes regular assessments of children's play and achievements and shares these with their parents. Children have clearly identified next steps to support their learning from the childminder's review of their progress. The childminder understands what children know and how she can further support their good development. For example, as children explore small world toys, such as animals, the childminder effectively challenges them to identify the noise each animal makes and to consider the different environments in which they live. The childminder maintains effective relationships with other settings that children attend. For example, they share children's developmental information and this helps to provide good continuity of care and education.

Personal development, behaviour and welfare are good

Children are happy and settled in the childminder's home. She gives the children lots of praise and encouragement, which helps to boost their self-esteem and confidence. Children are encouraged to be polite and behave well. Children develop a growing awareness of healthy lifestyles. For example, they engage in discussions about healthy food choices and are provided with healthy snacks and opportunities to grow vegetables in the garden.

Outcomes for children are good

Children play cooperatively together and confidently communicate their needs, ideas and views. They negotiate ideas and solve problems effectively within their experiences. For example, children explore different materials to find the strongest top for the 'bridge' they created within their block play activity. Older children are well prepared for their next stage of education and their move on to school. Children attend play groups with the childminder and develop their social skills successfully.

Setting details

Unique reference number	126922
Local authority	Kent
Inspection number	1089320
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 7
Total number of places	6
Number of children on roll	8
Name of registered person	
Date of previous inspection	1 April 2015
Telephone number	

The childminder registered in 1984. She lives in Deal, Kent. The childminder is in receipt of funding to provide free early education for children aged two, three and four years. She works Monday to Thursday and operates all year round.

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