

Childminder Report

Inspection date

20 April 2017

Previous inspection date

6 March 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 forms effective partnerships with parents. She shares information on a daily basis to help keep them fully informed and involved in their children's care and learning. Parents are happy with their children's care and development.
- Children are settled, confident and have good relationships with the childminder. She knows their individual needs and interests well, which helps to support children's emotional well-being.
- Children have a wide range of opportunities to explore the natural world around them. They enjoy playing outside and make good use of the large outside play space.
- Children make good progress. The childminder monitors and assesses their achievements to help her plan activities and experiences that are relevant to their stage of learning. She works closely with other settings that children attend to help provide continuity and consistency in their care and development.
- The childminder helps children to learn skills, such as recognising and sounding out the letters in their name, to prepare them for starting school.

It is not yet outstanding because:

- The childminder has not fully considered ways to further organise the indoor environment to encourage children to independently lead their own play.
- The childminder does not make effective use of all opportunities to extend her knowledge and skills further.

What the setting needs to do to improve further

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

- review and improve the organisation of the environment to fully enable children to independently lead their own play
- make greater use of ongoing opportunities to extend knowledge and skills further.

Inspection activities

- The inspector observed the quality of teaching during indoor activities and assessed the impact this had on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector looked at relevant documentation and evidence of the suitability of adults living in the household.
- The inspector took account of the views of the parents through discussion on the day.

Inspector

Anna Fisk

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder knows what signs she must be alert to and the appropriate action to take should she have any concerns about a child's welfare or safety. The childminder reflects on aspects of her practice and seeks the views of the parents. This helps her to identify areas to improve further. The childminder successfully uses the information gained through observations and assessments to monitor children's ongoing progress effectively and plan precisely for their future learning. She shares this information with the parents and encourages them to discuss what they see their children doing at home.

Quality of teaching, learning and assessment is good

The childminder makes effective use of daily routines and planned activities to continually extend children's learning. She encourages them to share their thoughts and ideas and helps them to make links with other aspects of their knowledge. For example, children compare the broccoli stalks to trees, and when a bee accidentally flies into the room, the childminder discusses the importance of trees and flowers to the bee. This also enables children to learn about the natural world around them. The childminder recognises when to provide additional challenge to help extend children's learning. For example, when children complete puzzles easily, the childminder provides more complex puzzles to maintain their interest and stretch their problem-solving skills.

Personal development, behaviour and welfare are good

Children settle easily and are confident in the childminder's care. She knows their individual needs well, which helps her to recognise when they are tired or hungry. The childminder helps children to learn where their food comes from. She keeps chickens and encourages children to go with her to collect the eggs. Children sometimes take the eggs home to use, which enables them to talk to their parents about where the eggs came from. This helps to build links between the setting and their home. The childminder supports children's emotional well-being effectively. She praises children for their good behaviour and achievements, which helps to raise their self-esteem and confidence.

Outcomes for children are good

Children make good progress in relation to their individual starting points and quickly learn a wide range of useful skills to support the next stage in their development. Children enjoy a range of different experiences and outings outside of the childminder's setting and have good opportunities to learn about the differences between themselves and others. For example, they visit local play groups and music sessions where they meet and interact with other children and adults. This also helps to develop their social skills.

Setting details

Unique reference number	EY375847
Local authority	Kent
Inspection number	1093473
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 3
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	6 March 2015
Telephone number	

The childminder registered in 2008. She lives in Leeds, near Maidstone, Kent. The childminder receives funding to provide free early education for children aged two, three and four years. She operates between 7am and 6pm.

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