

Childminder Report

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| Inspection date | 4 May 2017 |
| Previous inspection date | 20 May 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 promotes children's understanding of healthy practices. For example, children engage in activities that help them to develop positive attitudes to healthy eating.
- The childminder is successful in monitoring children's progress. She identifies any gaps and ensures the planning includes activities to help children to achieve the best they can. All children make good progress from their starting points.
- The childminder and her assistants are highly effective at supporting children's early communication and language skills. For example, they clearly emphasise key words to help children enhance their understanding and speaking skills.
- Partnerships with parent are good. Parents value the bonds the childminder and assistants have with their children and appreciate the support and the good quality care they provide.

It is not yet outstanding because:

- Occasionally, the childminder does not always consider how children of different ages can be fully involved when taking part in activities together.
- The childminder does not always recognise the opportunities to support children's growing independence.

What the setting needs to do to improve further

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

- enhance the opportunities for younger children to become deeply involved in activities.
- make the most of opportunities to consistently support children's growing independence more effectively.

Inspection activities

- The inspector observed 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 suitability of the childminder and her assistant and qualifications.
- The inspector reviewed written feedback from parents of children attending the setting.

Inspector

Kimberley Luckham

Inspection findings

Effectiveness of the leadership and management is good

The childminder uses self-evaluation well. She takes into account the views of parents to improve the quality of care and teaching and promptly addresses any areas for improvement. For example, information regarding children's daily routines has been made easily accessible to parents. This helps promote continuity of care between the setting and children's home. The childminder supports her assistant successfully and shares policies and reviews their practice regularly. They attend training courses to help to improve their skills and the outcomes for children. Arrangements for safeguarding are effective. The childminder identifies potential risks in the environment and addresses these to help children to play in safety. The childminder and her assistants have a good understanding of the child protection procedures to follow. They are fully aware of how to report any issues and how to maintain confidentiality.

Quality of teaching, learning and assessment is good

The childminder makes accurate assessments of children's play and achievements. 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. Children explore different fruit and vegetables. The childminder challenges them effectively to identify some differences in the food items, such as colour, texture and where they are grown. The childminder makes links with other settings that children attend. For example, she shares children's developmental information and this helps to provide good continuity of care and education.

Personal development, behaviour and welfare are good

The childminder maintains a well-organised, welcome and stimulating environment in which children are happy, settled and keen to explore. The childminder and assistants give children plenty of praise and encouragement, which helps to boost their self-esteem and confidence. They are encouraged to be polite and behave well, demonstrating a good understanding of sharing and taking turns.

Outcomes for children are good

Older children are well prepared for their next stage of education and their move on to school and enjoy engaging in early handwriting opportunities. For instance, children enjoy using a range of tools to make marks within their play experiences both indoors and outside. 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.

Setting details

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| Unique reference number | EY224805 |
| Local authority | Kent |
| Inspection number | 1091389 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 1 - 8 |
| Total number of places | 12 |
| Number of children on roll | 14 |
| Name of registered person | |
| Date of previous inspection | 20 May 2015 |
| Telephone number | |

The childminder registered in 2002 and lives in Canterbury, Kent. She works with her co-childminder and assistants. The childminder is in receipt of funding for the provision of free early education for two, three- and four-year-old children. The childminder holds an appropriate early years qualification at level 4. She provides childcare Monday to Friday, all day.

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