

# Childminder Report

**Inspection date**

4 May 2017

Previous inspection date

20 May 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 shares warm close relationships with children and meets their physical and emotional needs well. Children show they feel secure in the childminder's care. They enjoy cuddles and have a familiar routine.
- The childminder and assistant effectively enhance children's mathematical skills throughout their experiences. For instance, children are encouraged to count as well as consider and compare different sizes. They consider quantities, such as half and full as well as counting, and recognising more and less.
- Partnerships with parent are good. Parents value the bonds the childminder has with their children and appreciate the support and the good-quality care he provides.
- The childminder effectively evaluates the provision. He includes the views of parents to help identify areas for further improvement. For example, a minibus has recently been purchased to aid group outings. Children enjoy learning opportunities beyond the childminder's home, such as visits to the woods and wildlife parks.
- All children make good progress from their starting points.

**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 all opportunities to consistently support children's growing independence.

### 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 childminder's suitability and qualifications.
- The inspector gained written feedback about the provision from the parents.

### Inspector

Kimberley Luckham

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder monitors children's progress effectively, taking action to address any emerging gaps in their learning. For example, strategies to help children who speak English as an additional language in their communication and language skills are implemented and effective. The childminder keeps his knowledge up to date, for example, through training, to help improve his practice. The childminder's assistants are organised and deployed effectively to meet children's individual learning needs. Safeguarding is effective. The childminder has a good knowledge and understanding of the procedures to follow to help protect children's welfare and to keep them safe. He effectively identifies any risk in the environment and promptly address these to ensure children play safely.

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

The childminder works together with his co-childminder and assistants to track children's progress well to address gaps in their learning promptly. He plans stimulating activities based on children's interests and next steps in learning. The childminder understands what children know and how he can further support their good development. For example, children enjoy a planting experience in the garden. The childminder encourages them to consider the texture of different materials, such as soil and seeds. He enhances children's understanding and speaking skills effectively. For instance, he clearly emphasises key words, such as sow, seeds and soil and gives children time to think and respond to challenging questions.

### Personal development, behaviour and welfare are good

Children are happy and settled in the childminder's home, which is organised well to enable them to follow their play choices. The childminder gives praise and encouragement to help build on children's sense of pride in their ideas and achievements. Children enjoy the positive and supportive involvement of the childminder during their play and he supports children's good behaviour well. They are effectively encouraged to share and take turns. Children develop a good awareness of the need for a healthy lifestyle. They enjoy nutritious snacks and help to grow vegetables in the garden.

### Outcomes for children are good

Children gain the skills they need for their future. They are prepared for the move on to nursery and school. Children enjoy engaging in early handwriting opportunities. For instance, children enjoy using a wide range of equipment to make marks and give meaning to their creations both outdoors and inside. Children understand that everyone is different and how ways of life vary around the world. They see positive cultural images, compare family photographs and discuss different languages spoken.

## Setting details

<b>Unique reference number</b>	EY436281
<b>Local authority</b>	Kent
<b>Inspection number</b>	1095141
<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>	1 - 8
<b>Total number of places</b>	12
<b>Number of children on roll</b>	14
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	20 May 2015
<b>Telephone number</b>	

The childminder registered in 2011 and lives in Canterbury, Kent. He works with his co-childminder and assistants. He provides childcare Monday to Friday, 8am until 6pm. The childminder is in receipt of funding for the provision of free early education for two, three- and four-year-old children.

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