

Childminder Report

Inspection date

15 May 2017

Previous inspection date

8 June 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 develops good partnerships with other settings that children attend. For example, she has effective ongoing discussions about children's individual needs and learning, and creates good continuity of care and support.
- Children receive good support to develop their mathematical skills. For instance, the childminder introduces them to a range of mathematical language, such as 'half' and 'quarter' as children learn to cut up their fruit for a snack.
- The childminder provides a welcoming and spacious environment for children. For example, she effectively organises her resources to encourage children's independence and choice. Children enjoy the opportunity to lead their own play and also spend time exploring the garden.
- Children develop confidence and make good progress in their learning and development. The childminder supports children well to settle quickly and develop secure bonds with her.

It is not yet outstanding because:

- At times, the childminder does not consistently create an appropriate level of challenge for all children during activities to help them make even more progress.
- Sometimes, the childminder misses opportunities to help children develop their own understanding of risk.

What the setting needs to do to improve further

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

- make better use of opportunities to create challenge for all children to support them to make even better progress
- develop the support for children to learn how to understand and manage risks for themselves.

Inspection activities

- The inspector read written feedback from parents and took their views into consideration.
- The inspector observed the quality of teaching and assessed the impact on children's learning.
- The inspector jointly observed an activity with the childminder and discussed children's learning.
- The inspector spoke to children and the childminder at appropriate times during the inspection.
- The inspector reviewed the childminder's self-evaluation, policies and procedures, and children's learning records.

Inspector

Sarah Taylor-Smith

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of the areas that may impact on children's safety. She has a secure knowledge of what to do if she has concerns about children's welfare. The childminder reflects well on the service she provides and the range of activities she offers children. She is aware of the strengths of her practice and areas where she could improve further. For example, the childminder has recently developed the support for children's communication and language development. She completed training to give her a better understanding of how to extend children's vocabulary. The childminder has a good overview of children's progress. For instance, she regularly reviews their development to give her a good understanding of how to support children's future development.

Quality of teaching, learning and assessment is good

The childminder uses children's interests well to engage them in learning. For example, she plans a range of activities that she can continue to build on and extend children's enthusiasm. Children receive good support to effectively develop their imagination. For instance, children particularly relish exploring their favourite characters from stories through dressing up and role play. The childminder recognises the importance of when to involve herself in children's play and when to allow children time to explore. She builds successful relationships with parents. For example, the childminder has good discussions about children's individual care and development.

Personal development, behaviour and welfare are good

The childminder manages children's behaviour well. For example, she helps them learn to take turns through positive encouragement, and children respond well to her kind and sensitive approach. Children show a good understanding about how to stay healthy. For instance, they talk about the importance of washing their hands and enjoy nutritious snacks. The childminder effectively supports children's personal, social and emotional development. For example, she helps them to have good discussions about emotions and supports them to consider how other people may feel.

Outcomes for children are good

Children have good opportunities to learn about other people who are different from themselves. For example, they spend time in the community and enjoy going to toddler groups to socialise with others. Children are motivated to learn and enjoy stories. For instance, they join in and repeat their favourite parts of the book and ask to read more. Children have age-appropriate independence skills and have good attitudes towards learning. They learn a good range of skills to help them be prepared for their next stage of education, including starting school.

Setting details

Unique reference number	EY389612
Local authority	Kent
Inspection number	1093756
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	6
Number of children on roll	13
Name of registered person	
Date of previous inspection	8 June 2015
Telephone number	

The childminder registered in 2009 and lives in Wye, Kent. She offers care from 7am to 6pm on Monday to Thursday, except for bank holidays and family holidays. The childminder receives funding to provide free early education to two-, three- and four-year-old children.

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