

# Childminder Report

**Inspection date**

17 May 2017

Previous inspection date

11 March 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 keeps parents fully involved in their children's learning. She regularly shares activity ideas and resources, such as books, with them.
- Children gain a good understanding of the importance of healthy eating. For instance, they have an active role in growing interesting fruits, like cucamelons.
- There are good opportunities for children to develop their respect for and understanding of other people's similarities and differences in the wider world. For example, they learn about customs and cultures of a different country each month.
- Children learn good skills to support their future learning. For example, they gain good mathematical abilities and they confidently count as they play.
- The childminder supports children to develop good speaking skills. She asks them challenging questions, encouraging them to think and respond.
- Children have good opportunities to learn about the natural world. For example, they watch a birds' nest on bird-watch cameras.

### It is not yet outstanding because:

- The childminder does not make the most of partnerships with other early years professionals at settings that children also attend in order to promote consistency in their shared care and learning as well as possible.
- The childminder does not consistently offer children opportunities to access art and craft resources so that they can freely develop their creative ideas as they want to.

## What the setting needs to do to improve further

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

- strengthen the partnerships with other early years professionals at settings that children also attend to help promote a highly consistent approach to children's shared care and learning
- extend opportunities for children to freely access creative activities and materials in order to help them express themselves and develop their creative skills further.

### Inspection activities

- The inspector viewed the areas of the childminder's home that children use.
- The inspector observed the childminder interacting with the children.
- The inspector sampled written documentation, such as children's progress reports and policies and procedures.
- The inspector spoke to children and the childminder at convenient times.

### Inspector

Kelly Hawkins

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder effectively evaluates and reflects on her practice. She communicates with other childminders, sharing new activity ideas to implement. The childminder evaluates the day's events and uses her own feedback, alongside that of the parents and children, to support her action plans. For instance, she asks children their thoughts on their day and she takes into careful consideration feedback provided on regular questionnaires given to parents. The childminder is proactive in building on her skills and knowledge further. For example, she carries out regular research online to help her keep up to date with new ideas. The childminder closely monitors children's progress. This enables her to promptly highlight any gaps in their development and provide individual support to help quickly close them. Safeguarding is effective. The childminder has a good knowledge of safeguarding procedures to help protect children's safety and welfare. Children learn to manage risk safely, for instance, as they participate in activities beside the pond, such as exploring wildlife and finding tadpoles and water snails.

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

The childminder effectively helps to prepare children for their move on to school. For example, she reads books with them about going to school and encourages them to share any anxieties they may have. This helps children to understand how to effectively manage the changes that they will experience. The childminder skilfully builds on children's interests. For example, children are keen to read their favourite book and the childminder encourages them to take an active role in retelling the story. They dress up in costumes and use differing tones of voice to represent different characters.

### Personal development, behaviour and welfare are good

Children learn to be polite and behave well. For example, they say please and thank you with no reminders and follow the rules with good levels of maturity. Children develop good social skills. For instance, they make new friends as they attend weekly playgroups. Children have good opportunities to challenge their physical skills. For example, they climb and balance on large play equipment at local parks. They develop good hand-to-eye coordination, for instance, as they throw hoops onto cones in hoopla games.

### Outcomes for children are good

All children make good progress in relation to their individual starting points. Children learn good early reading and writing skills. They recognise letters and simple words and give meaning to the marks they make. For example, they record their findings by writing what they see during nature hunts. Children learn about more complex ideas and understand how things grow. For example, they are keen to have an active role in nurturing their chicks into chickens and in watching the tadpoles grow into frogs.

## Setting details

<b>Unique reference number</b>	EY374597
<b>Local authority</b>	Kent
<b>Inspection number</b>	1093447
<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>	4 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	13
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	11 March 2015
<b>Telephone number</b>	

The childminder registered in 2008. She lives in Bexley, Kent. The childminder cares for children, Monday to Friday, from 7am to 6pm, term time only. The childminder holds a relevant early years qualification at level 3.

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