

Childminder Report

Inspection date	19 May 2017
Previous inspection date	24 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 has secure knowledge and understanding of how to encourage and support children's communication and language skills.
- The childminder values the views of parents, for example, she regularly sends out questionnaires to gather their feedback. Parents report that they are happy with the care she provides.
- The childminder supports children to develop healthy lifestyles. They have healthy snacks and have lots of opportunities to play in the fresh air.
- Children approach the childminder for support when they need it. This shows they feel safe and secure with the childminder, and their emotional needs are being met.
- The childminder takes children on outings, such as to groups to play and learn. They benefit from many opportunities to find out about the wider community.

It is not yet outstanding because:

- The childminder does not always explore ways for children to further develop their early literacy skills. For example, there is little opportunities for children to see print around them.
- The childminder does not make full use of opportunities to offer children a broader range of ways to explore different media. For example, painting or craft.

What the setting needs to do to improve further

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

- increase opportunities for children to see written words in their environment
- further develop opportunities children have to explore and create using a range of media.

Inspection activities

- The inspector viewed the areas of the childminder's home where the children play and sleep.
- The inspector viewed a range of documents, including children's development records, policies and procedures.
- The inspector observed interactions between the childminder and children in both the inside and outside areas.
- The inspector took account of the written views of parents.
- The inspector spoke to the childminder and children at appropriate times during the inspection.

Inspector

Janine Scott

Inspection findings

Effectiveness of the leadership and management is good

The childminder effectively evaluates her provision. She actively seeks the views of parents to help make continuous improvements for children and regularly completes action plans to help her improve practice. For example, she is currently updating paperwork to ensure it meets the latest legislation. She values her own professional development and completes training to improve her practice. For example, she recently completed training on schemas, which has helped her to review her planning cycle and plan more around children's interest. Safeguarding is effective. The childminder completes risk assessments on her home for potential hazards and addresses anything she finds. She is aware of procedures to follow in the event of her having any concerns about the welfare of a child in her care.

Quality of teaching, learning and assessment is good

The childminder works with parents to exchange information about their children's learning, interests and care routine, supporting continuity in learning. She uses information gained to plan appropriate next steps in their learning. In general, the childminder supports children to learn new words during their play, such as squidgy and slimy when playing in the garden with water balls. She explains the meanings of words children do not understand, such as when she describes a game they have made as a 'new version'. She explains it means you have a different way of doing something. Children learn mathematical skills during their play, for example, the childminder counts and uses different concepts, such as tall when younger children build towers with bricks.

Personal development, behaviour and welfare are good

The childminder supports children's growing independence. She encourages them to learn self-help skills, such as putting on and taking off their own coats and feeding themselves at snack time. Children develop good relationships with each other. For example, they push each other in the cars outside while playing a shopping game. Children enjoy opportunities to help develop their imagination. For example, they create cakes while using bricks. Children learn to respect and celebrate each other's differences. For example, the children made paper lanterns for Chinese New Year.

Outcomes for children are good

Children are confident learners. They show high levels of well-being enabling them to lead their own learning. For example, they make choices about where they wish to play and with what resources. Children learn new skills to help them with their next steps in learning, such as school. For example, they are learning to recognise and sound out letters in their play.

Setting details

Unique reference number	EY386984
Local authority	Medway Towns
Inspection number	1093688
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	24 March 2015
Telephone number	

The childminder registered in 2008. She lives in Chatham, Kent. The childminder offers care from Monday to Friday, 8am to 6pm throughout the year. She receives funding to provide free early education for children aged two, three and four years.

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