

Childminder Report

Inspection date

24 May 2017

Previous inspection date

26 February 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 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 is highly effective at supporting children's early communication and language skills. For example, she clearly emphasises key words to help children enhance their understanding and speaking skills.
- The childminder takes time to get to know the children, so they feel safe and emotionally secure in a welcoming environment. Children form close attachments with the caring childminder and build strong friendships with other children.
- The childminder is extremely vigilant about children's safety and constantly risk assesses the environment thoroughly to help ensure children play in safety.
- Partnerships with parent are good. Parents value the bonds the childminder has with their children and appreciate the support and the good-quality care she provides.

It is not yet outstanding because:

- The childminder does not make the most of opportunities to help children develop their independence skills to manage their own hygiene needs.
- The childminder does not provide consistent opportunities to support children's early literacy skills and their understanding that print carries meaning.

What the setting needs to do to improve further

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

- extend opportunities for children to develop their independence skills to meet their own personal hygiene needs
- extend existing opportunities for children to see print and understand that print carries meaning.

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

Inspector

Kimberley Luckham

Inspection findings

Effectiveness of the leadership and management is good

The childminder evaluates the provision effectively and includes the views of parents and children to help identify areas for further improvement. For example, she has enhanced the range of natural and textural resources available to children to develop their sensory play. The childminder keeps her knowledge up to date, for example, through training, to help improve her practice. She shares her knowledge effectively with her assistant to help continually improve the quality of teaching. Safeguarding is effective. The childminder identifies potential risks in the environment and addresses these while helping children to gain a good awareness of how to play in safety. She has a good understanding of the child protection procedures to follow and she is fully aware of how to report any issues.

Quality of teaching, learning and assessment is good

The childminder has a good knowledge of how children learn and develop. She uses meaningful observations to plan activities based on the children's interests. For instance, children enjoy exploring a wide range of materials and textures within their dinosaur play. The childminder makes regular assessments of children's play and achievements and shares these with their parents. She makes effective links with other agencies and settings that children attend. For example, she shares children's developmental information and this helps to provide good continuity. The childminder enhances children's mathematical skills effectively throughout their experiences. For instance, she encourages children to count as well as consider and compare different sizes.

Personal development, behaviour and welfare are good

The childminder maintains a well-organised, welcoming and stimulating environment in which children are happy, settled and keen to explore. The childminder gives children plenty of praise and encouragement, which helps to boost their self-esteem and confidence. Children are well behaved and have a good understanding of sharing and taking turns. The childminder takes children on regular outings, for example, they visit castles, the beach and attend various group sessions. This helps to build on their physical skills and awareness of the wider world.

Outcomes for children are good

Children are well prepared for their next stage of education or their move on to school. They enjoy engaging in early handwriting opportunities. For instance, children enjoy using a range of tools to make marks within their play experiences. Children develop a good understanding of diversity beyond their immediate family. For example, the environment has positive cultural images, books and role-play resources. Children attend playgroups with the childminder and develop their social skills successfully.

Setting details

Unique reference number	EY315969
Local authority	Kent
Inspection number	1092501
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	6
Name of registered person	
Date of previous inspection	26 February 2015
Telephone number	

The childminder registered in 2005. She lives in Deal, Kent. She works Monday to Friday all year around. The childminder occasionally work with an assistant.

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