

Childminder Report

Inspection date

23 May 2017

Previous inspection date

5 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 proactive at keeping her knowledge and skills up to date. For example, she carries out regular reading and research on current early years topics.
- Children regularly take part in experiments to learn how things work. For instance, they investigated how to make raisins 'dance' in different liquids, such as lemonade.
- The childminder establishes trusting relationships with children. This helps children develop a good sense of belonging and positive levels of well-being.
- Children engage in interesting activities to develop their creative skills. For instance, they make marks using paints and items, such as cotton buds.
- The childminder closely monitors and tracks children's individual development. This helps her to highlight any gaps promptly and provide children with support to catch up in their learning. All children make good progress.
- Children have good opportunities to challenge their physical abilities. For example, they balance and climb on large equipment, such as using climbing walls at the park.

It is not yet outstanding because:

- The childminder does not consistently make the most out of ways to challenge children's thinking and speaking skills even further.
- The childminder misses opportunities to extend children's understanding and respect for other people's similarities and differences in the wider world.

What the setting needs to do to improve further

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

- build on staff's support for children's communication skills even further, to enable children to have more time to think and respond to challenging questions
- extend children's understanding and respect for other people's similarities and differences in the wider world, including those outside of their own experiences.

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 her practice and makes regular plans to make positive changes and improvements. For example, she reflects on the day's events and takes the views and feedback from regular parent and child questionnaires into careful consideration. This helps children feel valued, listened to and motivated to learn. The childminder communicates with other early years professionals to share activity ideas. The childminder establishes good partnerships with parents, and keeps them informed and fully engaged in their children's progress. For example, she encourages them to share achievements from home. This helps provide a consistent approach to children's shared care and learning. Safeguarding is effective. The childminder has a good knowledge of the safeguarding procedures to follow, and knows who to contact to seek advice and help successfully protect children's safety and welfare.

Quality of teaching, learning and assessment is good

The childminder effectively helps children manage their eventual move to school. For example, she reads books about going to school and talks about the changes that they may notice. This helps children to understand what they will experience there. The childminder skilfully builds on children's ideas. For example, they are keen to explore their favourite book about a caterpillar. The childminder encourages them to create a caterpillar in interesting ways, including a three-dimensional balloon model.

Personal development, behaviour and welfare are good

Children are polite and kind to each other. For example, they initiate team games and welcome each other into their play. Children behave well. For instance, they recall the rules and know what is expected of them. Children have good opportunities to develop positive physical well-being. For example, as they wash their hands they sing songs that help them gain a good understanding of the need to remove the germs. Children independently choose to be active and exercise, or rest and participate in quiet and calm activities.

Outcomes for children are good

All children make good progress in relation to their individual starting points. Children gain good skills to support their future learning. For example, they learn mathematical concepts, as they understand more complex shapes, such as pyramids, and count confidently beyond 10. Children develop good early reading and writing skills. For instance, they recognise letters and 'write' shopping lists in role-play activities. Children are independent. For example, they are confident to choose their own play activities.

Setting details

Unique reference number	EY310904
Local authority	Kent
Inspection number	1092398
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	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	5 February 2015
Telephone number	

The childminder registered in 2005. She lives in Snodland, Kent. The childminder cares for children, on Monday to Friday from 7.30am to 6pm, all year round. She receives funding to provide free early education for children aged two, three and four years. The childminder holds a relevant early years qualification at level 3.

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