

# Childminder Report

<b>Inspection date</b>	24 May 2017
Previous inspection date	6 May 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 provides a wide range of learning activities. For example, she takes children out into the local community where they have opportunities to experience the natural world.
- Children settle quickly. They enjoy coming to the childminder's home and build good relationships with the childminder, her assistant and the other children, supporting their emotional well-being.
- The childminder has good links with other professionals and nurseries that children attend. She has effective systems to exchange information about children's care and learning to ensure continuity between all involved.
- The childminder is very self-reflective. She clearly identifies areas for improvement to increase children's learning experiences; for example, ways to develop children's learning in her garden.
- The childminder regularly monitors children's development. She shares their development assessments with parents to enable them to support children's learning at home. Children make good progress from their starting points.

### It is not yet outstanding because:

- The childminder does not make full use of opportunities to extend children's awareness of other people's differences and similarities.
- The childminder occasionally misses opportunities to encourage children, particularly the older children, to develop their thinking skills.

## What the setting needs to do to improve further

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

- provide more opportunities for children to learn about the similarities and differences between themselves and other people
- extend opportunities for children, particularly the older children, to develop their thinking skills during their play.

### Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The inspector looked at a range of documentation, including risk assessments, key policies and procedures and children's records.
- The inspector took account of parents' views through written feedback.
- The inspector spoke to the childminder, her assistant and the children at appropriate times during the inspection.
- The inspector discussed the childminder's self-evaluation, her plan to develop her provision and how she supports her assistant.

### Inspector

Maxine Ansell

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder and her assistant have a good understanding of the child protection procedures. The childminder uses her assistant well to help meet the needs of children. For example, the assistant played with the children in the garden while the childminder stayed indoors with the children who were engrossed with the indoor activities. The childminder supports her assistant well, helping her to understand her role and responsibilities. The childminder uses knowledge gained through training, such as the degree course she is completing, to reflect well on her practice and improve experiences for the children. For example, she takes the children on more outings to the beach on the bus and train. The childminder has a good relationship with parents and she regularly seeks their views about her practice. She has a good knowledge and understanding of each child's stage of development and regularly assesses for any gaps in the children's learning.

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

The childminder enables children to use their own initiative and skilfully follows their lead in play. She interacts well to increase children's interest and to make learning enjoyable. For example, children use numbered pebbles to extend their mathematical skills and toddlers extend their understanding of the world around them as they play in the role-play kitchen. Children show good early literacy skills. For example, they choose to read books, turn the pages correctly and talk to the childminder about the story. Children develop their creative skills well, such as making sea collages from interesting resources.

### Personal development, behaviour and welfare are good

The childminder provides a calm, caring environment where new children quickly settle and feel secure. Children follow good routines that protect them well, such as wearing their sun hats when playing outdoors. Children behave well. The childminder teaches them to take turns and be polite to others. She and her assistant praise children regularly, which helps to boost their confidence and self-esteem. The childminder seeks information from parents when children start to help her make them feel secure. Children have various opportunities to be active in the fresh air every day. For example, they make obstacle courses in the garden. They go on outings to the beach and park, where they learn about nature and how to keep themselves safe.

### Outcomes for children are good

Children learn useful skills that help to prepare them well for the next stage in their learning and starting school. For example, they become increasingly independent in practical skills, such as putting on their shoes and using the toilet independently. Children are creative, imaginative and concentrate very well at their chosen activities.

## Setting details

<b>Unique reference number</b>	EY284458
<b>Local authority</b>	Kent
<b>Inspection number</b>	1091966
<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>	1 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	16
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	6 May 2015
<b>Telephone number</b>	

The childminder registered in 2004 and lives in Whitstable, Kent. She offers her childminding service on weekdays from 7am to 7.30pm, term time only. The childminder works with an assistant and is in receipt of funding for the provision of free early education for three- and four-year-old children.

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Piccadilly Gate  
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