

Childminder Report

Inspection date

25 May 2017

Previous inspection date

25 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

- Children and their families form secure bonds with the childminder, who is greatly attuned to children's individual interests. Children thoroughly enjoy the childminder's enthusiastic interaction in their play and seek her out when needed.
- The childminder develops good relationships with parents. There is an effective two-way flow of information to support children's care and learning which supports children's learning at home.
- The childminder supports children in developing their interests. She takes time to listen to children and observes them carefully to assess their stage of development.
- Frequent opportunities for fresh air and exercise are provided for children. They learn about their local community as they enjoy local walks to schools and visits to parks. They chat while walking and listen carefully as they learn about road safety.
- The childminder monitors and evaluates her practice, to focus on raising the overall quality of teaching to an even higher level.

It is not yet outstanding because:

- At times, the childminder does not fully consider children's individual needs when planning craft activities. This does not fully support children to explore their individual creative abilities.
- On occasions, the childminder does not consistently provide children with challenging enough learning opportunities to help them to make more rapid progress.

What the setting needs to do to improve further

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

- enhance opportunities for children to freely explore their abilities with appropriate support
- provide a higher level of challenge in activities to support children to excel even further in their learning.

Inspection activities

- The inspector observed activities and the quality of the childminder's interactions with the children.
- The inspector looked at range of documentation, including risk assessments, key policies and procedures, and children's records.
- The inspector took account of parents' views through written accounts.
- The inspector spoke to the childminder and children at appropriate times during the inspection.

Inspector

Anna Fisk

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good knowledge of the safeguarding procedures to follow to help keep children safe and protect their welfare. For example, she knows where to seek advice and support with relation to any concerns that may arise. The childminder carries out regular checks to ensure her home is always safe for children to use. The childminder monitors the quality and consistency of her teaching regularly and effectively. For example, she reflects on her practice and is skilled at identifying where to improve elements of her practice. The childminder monitors children's progress closely. This helps her to highlight any gaps in their development. This information is shared with parents, which provides children with the right support to help them progress.

Quality of teaching, learning and assessment is good

The childminder helps prepare children to manage the next step in their learning. For instance, she talks to those who share in the children's care to ensure consistent learning. She prepares children for future experiences at school and visits the schools they will attend. The childminder skilfully builds on children's spontaneous play. For example, she knows when to introduce the right resources to support their interest and extend their learning through play. Children are confident communicators and receive good support to help them develop their speaking skills. For example, the childminder encourages conversation and asks children questions to encourage them to think.

Personal development, behaviour and welfare are good

Children develop good social skills. For example, they care about other children in the group and develop good friendships. The childminder has established good relationships with children who clearly enjoy playing with her. Children's physical well-being is effectively supported. For example, they understand the importance of healthy eating. Children gain good physical abilities. For instance, they walk regularly around their local community and have lots of opportunities to climb and balance on large play equipment in the inviting garden. Children develop good problem-solving skills, such as grouping and pairing cars.

Outcomes for children are good

All children make good progress in relation to their individual starting points. Children are independent and confident to choose their own play. They learn about colours, and enjoy counting and learning about simple mathematical language. Children learn good early writing skills. For instance, they give meaning to the marks they make during craft activities.

Setting details

Unique reference number	EY362743
Local authority	Kent
Inspection number	1093215
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	25 February 2015
Telephone number	

The childminder registered in 2007. She lives in West Malling, Kent. The childminder holds a recognised qualification at level 3. She operates between the hours of 7am and 6pm for five days a week, during term time only.

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