

Childminder Report

Inspection date

5 June 2017

Previous inspection date

4 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

- Parents value the daily updates they receive about their children's learning and development. They are appreciative of the more formal opportunities they have to discuss their children's progress.
- The childminder has warm and trusting relationships with children and this helps to support their self-confidence and sense of belonging. Children show they feel safe and behave well.
- Children explore their environment happily and confidently. They choose their toys freely from the wide range available inside and outside.
- The childminder establishes children's starting points and makes regular observations of children while they play and learn. She uses this information to help plan activities to support children's next steps in learning. Children make good progress.
- Children are well prepared for the next stage of their learning. The childminder shares information with parents and other settings that children attend, to help provide continuity and consistency in children's learning.

It is not yet outstanding because:

- The childminder does not make the most of all the opportunities available to further improve children's understanding of mathematical ideas and language.
- At times, the childminder does not question children effectively to further extend their learning.

What the setting needs to do to improve further

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

- make the most of all opportunities to enhance children's understanding of mathematical ideas and language
- question children more effectively to develop their thinking skills and further extend their learning.

Inspection activities

- The inspector read parents' comments and took account of their views.
- The inspector discussed the childminder's evaluation of her work and the documents relating to children's progress.
- The inspector viewed the areas of the childminder's premises that children use.
- The inspector observed the childminder interacting with the children and discussed her practice with her.
- The inspector sampled written documentation, including that which relates to safeguarding.

Inspector

Jill Thewlis

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a thorough knowledge of the procedures to follow to keep children safe and secure. She knows whom to contact if she is concerned about a child's safety or welfare. The childminder evaluates her practice and makes positive improvements. For example, she has provided clear plastic boxes to enable children to see the available resources as one way of supporting children's independence and ability to make choices. The childminder monitors children's progress regularly and accurately. She uses this information to help highlight development delays and provide support to close any gaps in learning. The childminder extends and keeps her knowledge up to date to improve her skills. She has recently updated her safeguarding training.

Quality of teaching, learning and assessment is good

The childminder supports children's language development effectively. She speaks clearly to encourage correct pronunciation. The childminder supports children's physical skills well. Children enjoy the ride-on toys and running around in the garden pretending to be dinosaurs; safely negotiating space as they do so. Children develop their imaginations well, for instance, by knocking on the door of the fairy house to see if the fairies are in. The childminder provides a range of opportunities to help children understand other cultures and celebrations. For example, children make handprints in many different colours to celebrate the Holi festival of colour and create Divali lamps. They also celebrate the major Christian festivals.

Personal development, behaviour and welfare are good

The environment is clean and hygienic. Children understand and follow routines. For example, they know that they eat their sandwiches first at lunchtime. The childminder provides healthy food to support children's physical development. She encourages children to be independent, feed themselves and choose which fruit they would like to eat. She encourages children to share, and they do so willingly, for example, as they share grass between the toy horse and the dinosaur in role play. The childminder helps children to understand risk and reminds them not to run too fast or behind the swings.

Outcomes for children are good

Children learn a wide range of skills they need for the next stages of their learning, including school. They learn to recognise simple shapes, such as circles and triangles. Children enjoy listening to stories and know how to turn the pages of books and talk about the pictures. Their mark-making and early writing skills are well developed. Children enjoy printing with a range of natural resources and using their fingers to create pictures in the sand. Children confidently lead their learning and choose their own activities.

Setting details

Unique reference number	EY380795
Local authority	Kent
Inspection number	1093572
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 7
Total number of places	12
Number of children on roll	13
Name of registered person	
Date of previous inspection	4 March 2015
Telephone number	

The childminder registered in 2008. She lives in Whitstable, Kent and works with an assistant. The childminder receives funding for free early education for children aged two, three and four years. The childminder works five days a week, from 7.30am to 6pm, throughout the year. She has a degree in child psychology.

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