

# Childminder Report

**Inspection date**

6 June 2017

Previous inspection date

22 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

- Parents are very satisfied with the daily information they receive about their child's learning and progress. They appreciate the varied and interesting activities to which their children have access.
- The childminder establishes what children can do. From then on, he makes frequent and regular observations of children as they play and learn. He plans appropriate activities to support children's development. Children make good progress.
- The childminder has effective communication with other settings, including schools. He shares information about children's learning and progress to ensure a consistent approach to their learning.
- Relationships between the childminder and the children are warm and caring. This helps to support children's sense of emotional well-being and self-esteem. Children feel safe and behave well.
- Children freely and confidently explore their environment, choosing their toys and activities from the extensive range available.

### It is not yet outstanding because:

- The childminder misses opportunities to strengthen children's understanding of how to manage potential dangers and hazards in their environment.
- The childminder does not provide children with enough opportunities to learn about other cultures to broaden their knowledge of 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:

- increase opportunities for children to develop a greater understanding of managing their own personal safety
- provide more opportunities for children to learn about different people, their backgrounds and cultures, to broaden their understanding of the wider world.

### Inspection activities

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

### Inspector

Jill Thewlis

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a thorough knowledge of how to keep children safe from harm. He knows who to contact if he has any concerns about a child's safety or welfare. The childminder and his co-childminder identify areas for improvement. He is employing additional staff, for example, to facilitate his ability to attend a wider range of training and to ensure there is cover for any ill health. For instance, he has recently updated his knowledge of safeguarding and is a forest school leader for early years. The childminder monitors children's progress accurately. This helps him to identify any gaps in learning and provide support to close them.

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

The childminder encourages the development of speech in young children. For example, he points to different animals, repeating their names clearly, helping them to pronounce words accurately. The childminder praises children when they use interesting and appropriate vocabulary, such as 'splashing' to describe the rain. Children are excited when he points out the fox playing with her babies, and children use binoculars to look more closely. They excitedly point out that 'they are jumping and rolling over!' He further develops their vocabulary, telling them that a fox's babies are called 'cubs'. He uses a range of resources, such as notices and posters, to support children's understanding that print carries meaning.

### Personal development, behaviour and welfare are good

The childminder supports children's physical development effectively. He takes them to local places of interest and encourages outdoor play in the garden where children benefit from being in the fresh air. Children have a good awareness of each other and get on well together. Overall, he makes children aware of risks, for example, as he discourages them from sharing food in case of allergies. He encourages children to share and take turns as they do puzzles together. The environment is hygienic and the childminder supports children in their understanding of how to have a healthy lifestyle, such as washing their hands thoroughly before lunch and after using the toilet.

### Outcomes for children are good

Children learn the key skills they need for school. Children's early reading skills are well supported. For example, they can use pictures and words to understand the house rules. Children can recognise and match basic shapes, such as triangles and circles. Children learn to be independent, such as recognising their own names and belongings. Children have good social skills, chatting happily together, for instance, as they eat lunch and discuss what form of transport will take them on holiday.

## Setting details

<b>Unique reference number</b>	EY382947
<b>Local authority</b>	Kent
<b>Inspection number</b>	1093618
<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 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	22 May 2015
<b>Telephone number</b>	

The childminder registered in 2008 and works with a co-childminder in Seal, Kent. He provides his service all year round from 7am to 7pm. Where required, he and his colleague provide care for funded children aged two, three and four years.

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Piccadilly Gate  
Store St  
Manchester  
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