

Childminder Report

Inspection date

6 June 2017

Previous inspection date

22 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Met	
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 information they receive about their children's learning, development and progress. They are pleased with the frequent opportunities children have to be outside in the fresh air.
- The childminder establishes what children can do. From then on, she makes frequent observations and plans appropriate activities to support children's progress. Children make good progress.
- Where the care of a child is shared with another provider, including school, the childminder shares information about the child's achievements to support continuity in their learning.
- Children feel safe and behave well. Relationships are warm and caring. This helps to support children's sense of emotional well-being and self-esteem.
- Children confidently explore their environment. They freely choose their own activities from the wide range available.

It is not yet outstanding because:

- The childminder misses opportunities, for example, when questioning children, to challenge and extend their thinking and understanding of mathematical ideas.
- At times, there are not enough opportunities to help children to learn more about and understand other cultures of the world.

What the setting needs to do to improve further

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

- make better use of opportunities to develop and challenge children's thinking and understanding of mathematical ideas
- provide more opportunities for children to develop their knowledge and understanding of other people and their cultures.

Inspection activities

- The inspector spoke to parents, read their 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 childminding premises that children use.
- The inspector observed the childminder interacting with the children and discussed her practice.
- 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 how to keep children safe from harm. She knows whom to contact if she has any concerns about a child's safety or welfare. The childminder and her co-childminder identify areas for improvement. For example, the childminder is currently developing an area in her home which she intends to use to provide an additional play area for children. The childminder monitors children's progress carefully. This helps her to identify gaps in learning and provide support to close them. She extends and keeps her knowledge up to date, for example, attending recent training on safeguarding matters and on recognising and supporting children with autism.

Quality of teaching, learning and assessment is good

The childminder engages with children and provides a good example to young children to support their ability to speak clearly. For example, she encourages children's interest in books by reading the stories they choose, discussing the pictures with them and helping them to understand that we read from left to right. Children enjoy the stories, concentrate well and listen attentively. They delight in shaking the tambourines to make music as they march proudly around the room. Children demonstrate good concentration skills, for example, they complete different puzzles, using their knowledge of colour to help them place the pieces correctly. Overall, the childminder supports children's understanding of the world, such as taking them to historical places of interest.

Personal development, behaviour and welfare are good

Children have a good awareness of each other and get on well together. The childminder successfully encourages children to cooperate with their friends in making decisions, such as where pieces go in the puzzle. The environment is extremely clean and the childminder supports children to practise good hygiene routines, such as washing their hands thoroughly before lunch. A healthy diet supports children's physical development and their understanding of what keeps them healthy. Children are independent, such as opening their own lunch packages and feeding themselves. They understand and follow established routines, knowing the order they should eat their food in.

Outcomes for children are good

Children learn the key skills they need for school. Children's early reading skills are well developed. For example, they are able to identify the sounds they know as they look at books. Children can recognise and match basic shapes, such as triangles and circles. They can recognise and write their own names. Children have good social skills and engage in conversation, for example, chatting amiably together and with the childminder about the different types of vehicles they can see on a poster.

Setting details

Unique reference number	EY382963
Local authority	Kent
Inspection number	1099754
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	6
Number of children on roll	22
Name of registered person	
Date of previous inspection	22 May 2015
Telephone number	

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

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Piccadilly Gate
Store St
Manchester
M1 2WD

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