

Childminder Report

Inspection date

9 June 2017

Previous inspection date

18 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

- Children are very happy and settled in this welcoming and well-planned environment. They develop secure attachments with the childminder who is warm, caring and responsive to their individual needs.
- The childminder reviews her provision thoughtfully and regularly seeks the views of parents and children to help her identify and address areas for improvement.
- Children acquire good mathematical skills. For example, older children identify numerals and shapes, and younger children count the tomato plants they are growing in the garden. They confidently explore the interesting variety of toys and resources.
- Children develop good language and communication skills. The childminder skilfully extends children's vocabulary and understanding. For example, she enthusiastically engages them in conversation, listens to their ideas and models new words.
- Children make good progress from their starting points. The childminder monitors children's progress carefully and plans enjoyable activities to support the next steps in their learning effectively.

It is not yet outstanding because:

- The childminder does not always extend opportunities for children to build on their understanding of cultures beyond their own experiences.
- The childminder does not consistently provide opportunities for children to explore technological toys and equipment to further develop this aspect of their learning.

What the setting needs to do to improve further

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

- build further on the existing opportunities for children to learn about the differences between themselves and others in their local community and the wider world
- develop more opportunities for children to operate and use technological toys and equipment.

Inspection activities

- The inspector observed children and their interactions with the childminder as they engaged in activities indoors and in the garden.
- The inspector sampled a range of documentation, including children's learning records and the childminder's policies and procedures.
- The inspector discussed safeguarding practices with the childminder.
- The inspector had discussions with the childminder about her practice and children's learning and development, and evaluated the effectiveness of an activity with her.
- The inspector took account of the views of parents.

Inspector

Lucy Whitestone

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of child protection procedures and knows the action to take if she is concerned about children's welfare. The childminder reflects on her practice and is committed to extending her knowledge. For example she is using training on sign language to help support children's communication and confidence-building skills. The childminder works well with parents to involve them in their children's learning. For example, she provides parents with regular updates of their children's progress and encourages them to share information about what their children learn at home. Parents are very happy with the quality of care and learning provided.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of how children learn and makes regular assessments of children's learning. This gives her an overview of each child's progress and helps identify gaps in learning so that she can provide support. The childminder builds on children's experiences to extend their learning. For example, after children enjoy choosing which fruit to eat for a snack, the childminder encourages them to write a shopping list for what is needed next time. The childminder asks questions to promote children's understanding and thinking skills. For example, when reading a story, children identify different animals, discuss the character's feelings and predict what happens next.

Personal development, behaviour and welfare are good

The childminder has settling-in processes to suit each child's needs. She knows the children well and gives them lots of praise and encouragement as she engages enthusiastically in their play. The childminder models positive attitudes and good behaviour, and the children listen carefully to her. For example, children enjoy the responsibility of fetching the aprons in preparation for their planting activity and enthusiastically help tidy up once they have finished. The childminder supports children's physical well-being effectively. For example, when exploring the garden, younger children confidently meet the challenge of crawling through the tunnel under the slide. Older children work out how to use their feet to make themselves move on the swing.

Outcomes for children are good

Children are active learners who develop the skills they need for their future learning, including at school. They make independent choices and are motivated to engage in activities. For example, they persevere at fitting keys into locks, plant sunflower seeds with great concentration and carefully pour water from one watering can to another. Children learn to manage their own needs as well as to consider the needs of others. For example, they cut up their own fruit in preparation for snack time and put some in everyone's bowls. Children practise their early reading skills. For example, younger children look at books independently and older children identify some letter sounds.

Setting details

Unique reference number	EY389494
Local authority	Kent
Inspection number	1093753
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 5
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	18 March 2015
Telephone number	

The childminder registered in 2009. She lives in Kennington, in Ashford, Kent. She has an appropriate level 3 qualification. The childminder works each weekday throughout most of the year.

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