

# Childminder Report

|                          |              |
|--------------------------|--------------|
| <b>Inspection date</b>   | 30 June 2017 |
| Previous inspection date | 15 June 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

- Children are settled and play happily in the welcoming environment. They develop secure attachments with the childminder who is responsive to their individual needs.
- Children make choices for themselves. For example, they independently select the resources and toys they want to play with and enjoy choosing which storybooks the childminder reads to them after lunch.
- The childminder evaluates her provision effectively, taking into account the views of children and parents, and seeks to extend her knowledge and improve her practice. For example, she reads journals and researches online and, as a result, has extended her provision of sensory activities in the garden.
- The childminder supports the development of children's communication and language skills effectively. For example, she introduces new vocabulary and encourages children to have fun with language when they all 'have a go' at speaking like robots.
- The quality of teaching is good. The childminder has a sound knowledge of how children learn through play. Overall, she supports children's development well and they make good progress in their learning from their starting points.

### It is not yet outstanding because:

- The childminder does not always make the most of opportunities to develop children's understanding of the importance of healthy eating.
- The childminder does not consistently provide children with enough opportunities 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:

- extend opportunities for children to learn more about the importance of healthy eating
- build on the opportunities for children to explore and learn more about other cultures beyond their own experiences.

### Inspection activities

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

### Inspector

Lucy Whitestone

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder attends regular safeguarding training, has a good knowledge of child protection procedures and knows where to obtain support should she have any concerns. The childminder effectively assesses risk and minimises hazards. This helps support children's safety within the home and on outings. She develops good relationships with parents who speak very highly of how the childminder supports their children's development. Parents particularly appreciate the range of outdoor activities the childminder organises. The childminder tracks and monitors children's development and uses her ongoing observations to identify children's next steps in learning. She shares information with other settings that children attend in order to support children's learning and continuity of care.

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

The childminder interacts enthusiastically with children in their play and values their ideas. She plans activities which build on children's interests and offers them the opportunity to investigate. For example, she observes children's fascination with sea creatures and engages them in a fishing game. Children enjoy meeting the challenge of using one hand only to control the magnetic fishing rod, and excitedly match the different patterns on the fish they catch. Children develop early reading skills. For example, they look at books independently and also delight in listening to the childminder read stories, eagerly anticipating what will happen on each page.

### Personal development, behaviour and welfare are good

Children behave well and the childminder establishes routines and expectations clearly. For example, children tidy up their toys before starting a new activity and are happy to take turns. Children have good table manners and are developing social skills, for instance, as they engage in conversation with the childminder at lunchtime. The childminder effectively supports children's physical well-being. For example, children spend time outdoors daily, exploring the local park and playing in the large garden. The childminder gives children plenty of praise and encouragement, raising their self-esteem. They confidently wash their own hands before eating, turning the tap on and off by themselves.

### Outcomes for children are good

Children are motivated learners who are able to play independently for sustained periods. They share prior knowledge with each other to support new learning. For example, they identify sea creatures, such as hammerhead sharks, as they look at a map of the oceans. Children develop good mathematical skills as they count to 10 and begin to represent numbers using fingers. Children use their imaginations well. For instance, they experiment with making a variety of sounds with musical instruments. Children are well prepared for the next stage in their learning, including school.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | 126531  |
| <b>Local authority</b>             | Kent  |
| <b>Inspection number</b>           | 1089313   |
| <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>       | 3 - 7   |
| <b>Total number of places</b>      | 6   |
| <b>Number of children on roll</b>  | 12  |
| <b>Name of registered person</b>   |   |
| <b>Date of previous inspection</b> | 15 June 2015  |
| <b>Telephone number</b>            |   |

The childminder registered in 2001. She lives in Challock, Kent. The childminder offers care on Monday to Friday afternoons from 12pm to 7pm, including before- and after-school care. The childminder holds an appropriate qualification at level 3.

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