

# Childminder Report

**Inspection date**

12 July 2017

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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**

- The childminder successfully supports children's communication and language skills. For example, she introduces a wide range of vocabulary during their play, such as 'turquoise', 'gooey', 'sticky' and 'slimy'.
- Children make good progress. The childminder uses the information from her observations and assessments well to plan for children's next stage of learning.
- The childminder provides clear guidance and explanations to help children manage their behaviour. For instance, she encourages them to share and take turns well, so they learn to respect one another.
- The childminder successfully monitors children's progress. For example, she completes regular reviews of their progress. This helps her identify any gaps in development early and provide appropriate support to narrow these effectively.
- The childminder completes thorough risk assessments of her environment. This enables children to play safely in their surroundings.

**It is not yet outstanding because:**

- The childminder does not form highly effective partnerships with other settings children attend, to further promote consistency in learning and care.
- The childminder does not make the most of opportunities to develop children's mathematical development further.

## What the setting needs to do to improve further

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

- build highly effective partnerships with other settings children attend to further promote continuity of learning and development
- increase opportunities for children to develop their mathematical skills even further.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning and development.
- The inspector viewed all areas of the premises used for childminding.
- The inspector viewed a range of documentation, including suitability checks and children's learning records.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
- The inspector took account of parents' written views.

### Inspector

Sarah Stephens

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder knows the signs that would cause her concern about a child's welfare and the correct processes to follow. She understands how to identify children who are at risk of exposure to extreme behaviours and views. The childminder evaluates her practice well and includes the views of children, parents and other professionals. She identifies areas of weakness and sets targets for improvement. The childminder successfully improves her skills. For example, she attended training to refresh her knowledge on delivering the early years foundation stage and to improve planning. This helped her develop the quality of the provision effectively and provide better outcomes for children.

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

The childminder successfully supports children's learning and development. She progresses their literacy skills well. For example, the childminder sounds out initial sounds to words and pictures on a puzzle to help children make connections in their learning. She successfully builds their physical development. For instance, she encourages children to thread pasta, cereal and beads and to cut spaghetti. The childminder adapts activities to suit children's emerging interests and ideas successfully. For instance, they feel and explore the cooked spaghetti and add additional resources. This keeps them well motivated and interested in their learning. The childminder effectively builds children's confidence in their own abilities, such as offering them positive praise and encouragement. She provides regular opportunities to involve parents in their children's learning. For example, she has daily discussions, shares learning journeys and 'wow' cards. This encourages parents to continue to support their children's learning at home.

### Personal development, behaviour and welfare are good

The childminder provides a safe and welcoming environment. She helps children learn about healthy lifestyles. For example, the childminder provides daily opportunities for them to be physically active and eat nutritious snacks. This supports their physical health well. She successfully encourages children to respect and value each other's differences. For example, she displays maps to show where their families originate from and words in their home languages. The childminder helps children effectively learn to keep themselves safe. For example, she practises regular emergency procedures with them.

### Outcomes for children are good

The childminder prepares children well for their move to school. For instance, they confidently talk to the childminder about their new teachers and friends. Children successfully build good independence, such as when they skilfully cut fruit and pour drinks for themselves. They develop a good understanding of the world around them. For example, they talk about the noise a bird makes and the nests they build in the trees.

## Setting details

<b>Unique reference number</b>	EY486296
<b>Local authority</b>	Kent
<b>Inspection number</b>	1005160
<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>	4 - 7
<b>Total number of places</b>	5
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered 2015 and lives in Ashford, Kent. She offers care on Monday to Friday from 7am to 6pm, throughout the year. The childminder has a relevant level 3 childcare qualification. She is eligible to receive free early years funding for children aged two, three and four years.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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