

Childminder Report

Inspection date	24 July 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	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 kind, calm-mannered childminder builds a good relationship with the children. This gives them the confidence to try different activities and supports their emotional development.
- The childminder knows the children well, supplying a wide range of different activities which follows their interests and enhances their learning. Children make good progress from their starting points.
- The childminder is committed to improving her good practice and attends training to develop her own skills.
- The childminder has a good partnership with parents. She works with them to exchange information about their child's progress and care experiences, and to develop home learning. Parents are very complimentary about the childminder, praising the range of activities and progress their children have made.
- Children develop a good understanding of how to keep themselves safe. For example, they only use the stairs in the garden when accompanied by the childminder.

It is not yet outstanding because:

- The childminder sometimes overlooks opportunities to engage children in more challenging physical play to develop their large muscles and extend their understanding of a healthy active lifestyle.
- The childminder occasionally misses opportunities to encourage children, particularly the older children, to develop their thinking skills and solve their own problems.

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 have more challenging, active physical play
- extend opportunities, particularly for the older children, to develop their thinking skills during their play.

Inspection activities

- The inspector observed activities and the quality of the childminder's interactions with the children.
- The inspector looked at range of documentation, including risk assessments, key policies and procedures, and children's records.
- The inspector took account of parents' views through written feedback.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector discussed the childminder's self-evaluation, her plans to develop her provision and how she works with her co-childminder.

Inspector

Maxine Ansell

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder rigorously implements her safety policies and procedures. She has a clear understanding of how to keep the children safe and completes a detailed daily risk assessment. The childminder keeps her skills in first aid, safeguarding and child protection up to date. She is fully aware of the procedures to follow should she have concerns about her co-childminder or a child's welfare. The childminder and her co-childminder evaluate their practice well and regularly exchange ideas. She keeps her knowledge up to date, for example, through training, discussions with other professionals and researching childcare websites. The childminder monitors children's progress effectively. For example, she makes good use of children's assessment records to identify their next steps in learning and narrow any gaps in their development. The childminder communicates very effectively with parents. She listens to their views through discussions and parents' questionnaires.

Quality of teaching, learning and assessment is good

The childminder has a clear understanding of how children learn and develop. She supports children to be independent and follows their lead to help them learn through activities that interest them, making learning enjoyable. For example, allowing them to change the focus of the activity to mixing different coloured paints rather than painting pasta. The childminder effectively used ideas from a workshop she attended to help her include mathematical language and ideas into everyday play. For example, she encourages children to count lorries and find matching shapes as they build a 'track' in the sand, developing their mathematical skills well.

Personal development, behaviour and welfare are good

Children flourish in the warm, welcoming and safe environment. Children's behaviour is good and the childminder is a positive role model, encouraging children to have good manners and follow simple rules. This practice helps to support children's self-esteem and sense of belonging. Children have some opportunities to develop their physical skills. For instance, they have access to the resources in the garden and enjoy outings to the local children's centre. They develop positive social skills and like to mix with and make friends with other children.

Outcomes for children are good

Children are motivated and happy learners. They learn useful skills that help to prepare them well for the next stage in their learning and starting school. For example, they become increasingly independent in practical skills, such as putting on their shoes and using the toilet independently. Children develop their imagination and communication skills well. For example, they explain their ideas as they pretend to feed and take the 'baby' for a walk.

Setting details

Unique reference number	EY486855
Local authority	Kent
Inspection number	1006191
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2014 and lives in Folkestone, Kent. She works with a co-childminder and has a level 3 childcare qualification. The childminder offers her childminding service on weekdays from 8am to 6pm, for most of the year.

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