

# Childminder Report

<b>Inspection date</b>	3 August 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 uses the information from her observations and assessments well to plan for children's development. Children make good progress and in some areas better than expected for their stage of development.
- The childminder monitors children's progress effectively from their starting points. This helps her identify any gaps in development early. She seeks support and works well with other professionals to assist their specific learning and care needs.
- The childminder successfully uses a wide range of questions to help children to think for themselves. She follows their emerging interests, which helps to keep their motivation and interest in their learning.
- The childminder provides clear guidance and explanations to help children manage their behaviour. For example, she reminds them about using 'kind hands' and telling an adult if there are any problems.
- The childminder completes thorough risk assessments of her environment. This helps children play safely in their surroundings.

### It is not yet outstanding because:

- The childminder does not make the most of opportunities to help children learn about the importance of making healthier choices about the food they eat.
- The childminder does not consistently help children to learn about and value each other's backgrounds and diversity.

## 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 learn more about healthy lifestyles
- build further opportunities for children to learn about each other's similarities and differences.

### Inspection activities

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

### Inspector

Sarah Stephens

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a secure understanding of the signs that would cause her concern about a child's welfare and the processes to follow. She knows how to recognise children who are at risk of being exposed to extreme behaviours and views. The childminder evaluates her practice effectively. She identifies areas of weakness and sets targets for improvement. The childminder improves her knowledge and skills. For example, she attended training to gain a deeper understanding of working with parents more effectively. This helps to develop the quality of the provision and provide better outcomes for children.

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

The childminder successfully supports children's learning and development. She develops their communication and language skills well. For example, she encourages children to repeat new words, such as 'grains', and talk about their past experiences. The childminder builds effectively on children's mathematical development. For instance, children count and explore shapes and sizes. She supports children's growing interests well. For example, together they explore whales and different types of sea animals. The childminder provides children with positive praise and encouragement, which helps their confidence and self-esteem. She offers regular opportunities to involve parents in their children's learning. For instance, she shares development folders, has daily discussions and provides meetings. This helps parents to continue their children's learning at home.

### Personal development, behaviour and welfare are good

The childminder offers a safe and welcoming environment. She successfully supports children's emotional well-being. For example, she works closely with parents when children first start to help them settle more effectively, such as encouraging parents to bring in comfort items from home and considering different sleeping arrangements. The childminder supports children's physical well-being effectively, such as using her outside space or local parks. She helps children learn to keep themselves safe. For example, the childminder practises regular emergency procedures with the children.

### Outcomes for children are good

Children gain the skills they need to be ready for their move to nursery or school. They build on their physical development well, such as holding a paintbrush with control. Children use their imagination effectively during their play. For example, they pretend to feed a doll with milk and role play in the toy kitchen. Children successfully develop their independence. For instance, they help to wipe tables clean and wash and cut their fruit.

## Setting details

<b>Unique reference number</b>	EY487546
<b>Local authority</b>	Kent
<b>Inspection number</b>	1009012
<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>	2 - 2
<b>Total number of places</b>	4
<b>Number of children on roll</b>	2
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2015 and lives in Greenhithe, Kent. She offers care from Monday to Friday, 7.30am to 6.30pm, throughout the year. The childminder holds qualified teacher status.

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