

# Childminder Report

**Inspection date**

7 August 2017

Previous inspection date

17 December 2014

<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**

- The childminder is committed to developing her own and her assistants' practice to continue to provide well for children. She ensures all of their knowledge is up to date through training and ongoing discussions.
- Children who prefer to learn outside have good opportunities to do so. The childminder fully supports the development of children's physical skills. For example, children have daily opportunities for fresh air and physical play.
- The childminder assesses children's learning well and understands how to support their development. She knows children well and has a good understanding of what they need to learn next.
- All children make good progress in their learning and development from their individual starting points, particularly those who receive funding. The childminder understands the needs of children and families when they start with her and she adapts her practice to give them good support.

**It is not yet outstanding because:**

- The childminder has not developed highly effective ways to engage all parents in more detailed aspects of their children's learning and to learn more about children's learning at home.
- Sometimes, the childminder does not spontaneously adapt her teaching during activities to consider children's changing ideas and interests.

## What the setting needs to do to improve further

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

- strengthen the two-way exchange of information with parents about children's learning and gain more information about children's learning from home
- adapt teaching where necessary during activities to take account of children's changing ideas and interests.

### Inspection activities

- The inspector spoke to parents and read written feedback and considered their views.
- The inspector observed the quality of teaching and assessed the impact of this on children's learning.
- The inspector jointly observed an activity with the childminder and discussed children's learning.
- The inspector spoke to the childminder and her assistant at appropriate times during the inspection.
- The inspector reviewed documentation such as the childminder's self-evaluation form, children's learning records, and policies and procedures.

### Inspector

Sarah Taylor-Smith

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder evaluates her practice well and looks for areas to improve. For example, she has developed her garden so children have a wider range of resources and play opportunities throughout the year. Safeguarding is effective. The childminder and her assistant have a secure knowledge of what may affect children's welfare. They know the procedures to follow if they have any concerns about children in their care. The childminder monitors children progress effectively. For instance, she produces detailed reports of children's achievements over time to highlight their progress and identify any gaps in their learning.

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

The childminder and her assistant support children's learning and development well. Children enjoy making choices and are relaxed and happy. The childminder supports children to enjoy a wide range of activities at her setting and also in the wider community. Children learn to be creative and enjoy role play. For example, they make a variety of imitation foods from play dough and join in with a pretend bus trip. Children who learn English as an additional language receive good support. For example, the childminder places pictures on a 'choice board' to help children to build up their vocabulary in English. This helps children to communicate their needs and develop good language skills.

### Personal development, behaviour and welfare are good

Children settle well and their behaviour is good. Children know how to take turns and share resources between them with only occasional reminders from the childminder to do so. The childminder and her assistant help children learn about healthy food and where it comes from. For instance, they discuss fruit they like and learn that apples come from trees. Children are proud of their achievements and are keen to share them with the childminder and her assistant. The childminder supports children to learn about people from a range of cultures and backgrounds. For example, children explore festivals from their home cultures and those of others.

### Outcomes for children are good

Children learn a good range of skills to help them be ready to start school. Children are motivated to learn and enjoy exploring and being involved in activities. They play well together and build good friendships. Children are confident communicators and share detailed stories from home with the childminder and each other. Children enjoy being independent, such as choosing their snack and spreading their own butter. Children learn to be responsible for their environment, for example, they tidy up toys when they have finished playing.

## Setting details

<b>Unique reference number</b>	EY409263
<b>Local authority</b>	Kent
<b>Inspection number</b>	1071275
<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>	1 - 7
<b>Total number of places</b>	12
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	17 December 2014
<b>Telephone number</b>	

The childminder registered in 2010 and lives in Maidstone, Kent. She offers care from 7am to 7pm on weekdays, all year round, except bank holidays. The childminder works with two assistants. She receives funding to provide free early education for children aged two, three and four years. The childminder and one of her assistants hold a qualification at level 3 and her other assistant holds a qualification at level 2.

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