

Childminder Report

Inspection date	18 August 2017
Previous inspection date	12 August 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 has positive relationships with children and knows them well. This helps children to develop a good sense of belonging and well-being.
- Children have good opportunities to develop their imagination. For example, they engage in a wide range of role-play scenarios, such as celebrating birthdays.
- The childminder keeps parents fully involved in their children's learning and establishes positive relationships with them. For example, she regularly shares activity ideas with them to try at home.
- There are good opportunities for children to learn about mathematics to support their future learning. For instance, they can confidently count beyond 10.
- The childminder skilfully supports children to develop their communication skills. For example, she asks challenging questions and gives them time to think and respond.
- Children gain a good understanding of other people's similarities and differences in the wider world. For example, they learn about interesting events, such as Celtic New Year traditional to Ireland.

It is not yet outstanding because:

- The childminder does not make the most out of ways to extend children's opportunities to explore and investigate the natural world.
- The childminder misses some opportunities to engage and develop children's interest and skills in technology even further.

What the setting needs to do to improve further

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

- enhance children's experiences to help them learn about the natural world and explore and investigate even further
- extend children's opportunities to further develop their interest and skills in technology more consistently.

Inspection activities

- The inspector viewed the areas of the childminder's home that children use.
- The inspector observed the childminder interacting with the children.
- The inspector sampled written documentation, such as children's progress reports, and policies and procedures.
- The inspector spoke to children and the childminder at convenient times.

Inspector

Kelly Hawkins

Inspection findings

Effectiveness of the leadership and management is good

The childminder is keen to build on her skills and knowledge to help keep up to date. For example, she carries out regular independent reading to research new ideas and early years updates, such as children's exercise requirements. This helps her to keep children motivated to learn. The childminder evaluates her practice effectively. For instance, she works closely with other childminders and routinely asks them to observe her teaching practices. The childminder uses the helpful feedback she receives to support her action plans. The childminder establishes positive partnerships with other early years professionals. For example, she liaises regularly with settings that children also attend to share their achievements. This helps to provide a consistent approach. Safeguarding is effective. The childminder has a good knowledge of the safeguarding procedures to follow and whom to contact to help protect children's safety and welfare.

Quality of teaching, learning and assessment is good

The childminder monitors children's progress closely. This enables her to promptly identify any gaps in their development and provide individual support to help them catch up in their learning. The childminder helps prepare children effectively for their eventual move to school. For example, they develop good independence skills and learn what is expected of them, such as dressing with confidence and maturely choosing their own play. In general, the childminder skilfully builds on children's ideas. For example, children were keen to read a story about a popular hairy monster figure who lives in a cave. The childminder then encouraged them to act out the story using pictures and by making dens to bring the story to life.

Personal development, behaviour and welfare are good

The childminder is a positive role model and children learn to be polite and behave well. For example, they confidently say 'please' and 'thank you' with no prompts. Children develop good physical well-being. For example, they play games where they differentiate and categorise healthy and unhealthy foods and begin to understand the importance of healthy eating. Children have good opportunities to develop their physical abilities. For instance, they use more challenging equipment at the park, such as climbing walls.

Outcomes for children are good

All children make good progress in relation to their individual starting points. Children learn good early reading and writing skills. For example, they write their names with confidence and recognise letters and simple words in regular 'letter hunts' during walks in the local environment. Children develop meaningful friendships and learn positive social skills. For example, they happily take turns and wait patiently as they play more complex team games, such as basketball.

Setting details

Unique reference number	125650
Local authority	Kent
Inspection number	1107441
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 8
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	12 August 2016
Telephone number	

The childminder registered in 1993. She lives in Chatham, Kent. The childminder cares for children from Monday to Friday, 7am to 6pm, all year round.

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