

Childminder Report

Inspection date	17 August 2017
Previous inspection date	27 March 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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 evaluates her provision effectively. She includes the views of parents and children to help identify areas for further improvement. For example, the childminder has successfully implemented an online planning and tracking program and makes the most of good-quality time with the children to aid their learning effectively.
- The childminder shares information about children's learning and developmental progress effectively with parents to enhance consistency.
- The childminder enhances children's mathematical skills throughout their experiences. For instance, she encourages children to count, to consider and compare different weights, and to identify written numbers.
- The childminder maintains a well-organised, welcoming and stimulating environment in which children are happy, settled and keen to explore, following their own interests. Both the indoor and outdoor environments provide opportunities for children to see words and labels to help develop their early reading skills.
- All children make good progress in their learning from their starting points.

It is not yet outstanding because:

- Partnerships with other settings that children attend are not fully effective, to support consistency in children's learning even further.

What the setting needs to do to improve further

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

- explore further ways of working with other settings that children attend to greatly improve the consistency in all the children's learning and progress.

Inspection activities

- The inspector observed children during their play and learning experiences.
- The inspector observed children and the childminder interacting and discussed children's learning and development.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector looked at children's records and evidence of the suitability of the childminder.
- The inspector reviewed written feedback from parents.

Inspector

Kimberley Luckham

Inspection findings

Effectiveness of the leadership and management is good

The childminder is successful in monitoring children's progress. She identifies any gaps and ensures the planning includes activities to help children to achieve the best they can. For instance, the childminder has introduced signing to the children and uses this to effectively support their communication and language skills. The childminder keeps her knowledge up to date, for example, through training, to help improve her practice. Safeguarding is effective. The childminder identifies potential risks in the environment and addresses these to help children to play in safety. The childminder has a good understanding of the child protection procedures to follow. She is fully aware of how to report any issues and how to maintain confidentiality.

Quality of teaching, learning and assessment is good

The childminder has a good knowledge of how children learn and develop. She uses meaningful observations of the children's interests and plans activities to extend their development. For instance, children enjoy a baking activity where they are encouraged to independently weigh and mix the ingredients to create the gingerbread dough. The childminder understands what children know and how she can extend their good development. For example, while children explore the different ingredients with smell and taste, the childminder extends their learning and language skills effectively and introduces new vocabulary, such as 'spicy' and 'bland'. Partnerships with parents are good. They value the bond the childminder has with their children and appreciate her support and good-quality care and teaching.

Personal development, behaviour and welfare are good

The childminder shares warm relationships with children and meets their needs well. Children show they feel secure in the childminder's care. They enjoy confidently sharing and reflecting on their own experiences with the childminder and their friends. The childminder gives children plenty of praise and encouragement, which helps to boost their self-esteem and confidence. Children are well behaved and have a good understanding of sharing and taking turns. They develop a good understanding of diversity beyond their immediate family. For example, the childminder provides an environment rich in positive images, including books and role-play resources. Children gain a growing understanding of healthy lifestyles. For example, they discuss good food options with the childminder.

Outcomes for children are good

Children gain the skills they need for their future. They are prepared well for the move on to nursery and school. Children enjoy engaging in early handwriting opportunities. For instance, children enjoy using a wide range of equipment to make marks and give meaning to their creations. Children enjoy regular outings, for example, to farms and local parks, and they attend various group sessions. This helps to build on their physical skills and awareness of the wider world.

Setting details

Unique reference number	EY456136
Local authority	Kent
Inspection number	1095406
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 6
Total number of places	4
Number of children on roll	6
Name of registered person	
Date of previous inspection	27 March 2015
Telephone number	

The childminder registered in 2012 and lives in Maidstone, Kent. She operates all year from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder receives funding to provide free early education for children aged three and four years.

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