

Childminder Report

Inspection date

24 August 2017

Previous inspection date

8 July 2014

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 develops good relationships with parents. She keeps them up to date with their children's development and offers guidance on how best to support learning at home. Children benefit from continuity of their care and education.
- Children are settled in the childminder's care. They form good relationships with her and feel comfortable. Children understand that they have choices in their play and are confident to voice their opinions.
- The childminder evaluates activities well and understands how she can help children develop their skills further. She ensures that children's learning is relevant and builds on their previous experiences to support their learning.
- Children have good mathematical skills. For example, they have a good knowledge of numbers and spontaneously count as they play. Children make good progress in their learning and development.

It is not yet outstanding because:

- The childminder does not consistently ensure that background noise is minimised to support children to fully engage in all activities.
- Sometimes, the childminder's boundaries for older children are inconsistent and they are not supported to be positive role models for younger children.

What the setting needs to do to improve further

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

- extend the opportunities for children to develop their concentration, and minimise background noise and distractions so they engage further in activities
- increase the support for older children to ensure younger children have positive role models in all aspects of their learning.

Inspection activities

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

Inspector

Sarah Taylor-Smith

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a clear understanding of her role to safeguard children. She is aware of what may impact on children's welfare, including if they are exposed to extreme views of what is right and wrong. The childminder knows the correct procedures to follow if she has concerns. The childminder reflects on her practice well and considers areas that she could further improve. For example, she recently reviewed the effectiveness of the sand play she offers and changed how she stores resources to help children engage better in play. Occasionally, the childminder works with assistants. She keeps their knowledge up to date effectively with discussions about children's needs and about any developments of which they need to be aware.

Quality of teaching, learning and assessment is good

The childminder develops her professional skills well, which has a positive impact on the learning experiences children receive. For example, she has developed the range of opportunities for children to explore marks, such as in mud with cars and dinosaurs. The childminder supports children to lead their own play. Children learn about animals and the world around them, for instance, through discussions based around a magnetic farm game. The childminder uses these times well to further support children's language skills. For example, she introduces children to new words, such as 'combine harvester', and they learn about what it does. The childminder knows children's current stages of development and tracks their learning effectively.

Personal development, behaviour and welfare are good

The childminder knows children's individual interests and needs, and she supports these effectively. Children spend time in the local community, such as with trips to the library. The childminder helps children to learn about turn taking and they manage this well. Children learn effectively about keeping themselves safe. For example, the childminder has good discussions with them about why they should not hang on the gate as they may fall and hurt themselves. The childminder supports children to learn how to lead healthy lifestyles. For instance, she helps them to wash their hands and they have opportunities for regular outside play.

Outcomes for children are good

Children learn a range of skills to help them be ready to start pre-school or school. Children are motivated to explore and have an interest in stories. For instance, they spontaneously get books and 'read' to themselves. Young children gain independence relative to their age. For example, they get their shoes for the garden and mix the icing sugar themselves for an activity.

Setting details

Unique reference number	EY375896
Local authority	Kent
Inspection number	1071011
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 7
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	8 July 2014
Telephone number	

The childminder registered in 2008 and lives in Maidstone, Kent. She offers flexible care on weekdays, all year round except bank holidays. The childminder has a level 3 early years qualification. She sometimes works with assistants. The childminder receives funding for the provision of free early education for children aged two, three and four years.

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