

Childminder Report

Inspection date	29 August 2017
Previous inspection date	23 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

- Overall, the childminder carefully plans a range of learning experiences for children. She successfully provides a balanced curriculum and children enjoy the variety, which benefits their overall development.
- Children make high rates of progress in their learning and development. They are motivated to learn and take part in activities. Children learn a good range of skills to prepare them for school.
- The childminder has a strong understanding of individual children's development and she tracks their learning well. She identifies what children can do best and gives them good support to continue to develop areas where they are less able.
- Children have good opportunities to learn about their own health and where food comes from. For example, children are actively involved in growing and harvesting fruits and vegetables and like being involved in cooking their favourite food.

It is not yet outstanding because:

- The childminder misses opportunities to challenge children's thinking to help them solve problem for themselves.
- Sometimes the childminder misses opportunities to talk to the children about risk, to help them understand how to keep themselves safe.

What the setting needs to do to improve further

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

- strengthen the opportunities to further challenge children's thinking to help them solve problems for themselves
- make the most of discussions to support children's understanding of their own safety.

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 on children's learning.
- The inspector read written feedback from parents and took their views into consideration.
- The inspector jointly observed an activity with the childminder and discussed children's learning.
- The inspector viewed documentation, such as 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 setting well and is aware of how she can further improve. She is committed to developing her skills and continues to make positive changes that benefit children. For example, she completes personal research to review the activities she provides, and looks to make further improvements to help ensure that activities are varied and interesting for children. Safeguarding is effective. The childminder has a clear understanding of the safeguarding procedures to follow if she has concerns about children in her care. The childminder has suitable relationships with other settings that children attend. She is aware of how children's development is being assessed and is able to offer continuity of care.

Quality of teaching, learning and assessment is good

Children thrive in the childminder's caring and stimulating environment. The childminder builds successful relationships with parents. For example, they have detailed discussions about children's care and learning. Children enjoy activities based on their interests and what the childminder knows about them. For instance, children giggle and join in with their favourite stories and enjoy activities that the childminder knows they like. The childminder supports children's mathematical development particularly well. For example, children confidently use numbers as they weigh ingredients. The childminder also introduces them to fractions, such as halves and quarters, as they cut up ingredients.

Personal development, behaviour and welfare are good

The childminder builds close relationships with children, who enjoy their time in her care. Children learn about other people who may be different to them, such as through spending time in the local community. The childminder uses these opportunities well to talk about the similarities and differences between children and other people. The childminder successfully supports children to listen to the views of each other, such as when children eagerly and confidently want to share stories from home. Children know the rules of the childminder's home and she provides good levels of support to help children behave well.

Outcomes for children are good

Children are active and competent learners. They have good literacy skills, for example, younger children begin to recognise letters in their names. Older children understand the sounds that letters make and begin to make marks. Children are capable and enjoy being involved. For instance, they relish the opportunity to help the childminder to wind up the hose after filling up the water tray. Children have a good knowledge of their personal hygiene. For example, they comment that they need to wash their hands when they touch food. Children are confident and able communicators. For instance, they have a wide vocabulary and have extensive discussions with the childminder and each other.

Setting details

Unique reference number	EY403050
Local authority	Kent
Inspection number	1094137
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	23 March 2015
Telephone number	

The childminder registered in 2010 and lives in Margate, Kent. She offers care from 8.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder receives funding for free early education for children aged three and four years.

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