

# Childminder Report

**Inspection date**

1 September 2017

Previous inspection date

23 October 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

- Children have a range of learning experiences to support them to develop their social skills and learn about other people. For example, they spend time with other children at toddler groups and with other childminders' children.
- Overall, the childminder supports children's learning well with positive interactions. She ensure that activities are enjoyable and stimulating. All children make good progress in their learning and development.
- Children are full of confidence and are self-assured. The childminder successfully supports children's emotional well-being and offers lots of praise for children's efforts. Children proudly show off their achievements.
- The childminder forms close bonds with children. She is kind and caring and is a positive role model. Children feel secure and play well with the childminder and each other and behave well.

### It is not yet outstanding because:

- Sometimes, the childminder misses opportunities to support children to learn about the most effective ways to manage their own hygiene.
- The childminder does not consistently support the youngest children to fully maximise their learning.

## What the setting needs to do to improve further

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

- build on opportunities to support children to learn about the most effective ways of managing their own hygiene
- strengthen the support for younger children to further enhance their learning and development.

### Inspection activities

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

### Inspector

Sarah Taylor-Smith

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangement for safeguarding are effective. The childminder knows the issues that may impact on children's welfare and the action to take if she has any concerns. The childminder evaluates her setting well and has further plans in place to continue to develop. For instance, she has reviewed her routines throughout the day to ensure that all the children, including those who attend after school, have meaningful opportunities to share their own experiences. The childminder successfully develops her skills. For example, she researches ideas and engages in professional discussions with other childminders. She has recently used ideas to help her support children to learn about chameleons in a variety of different ways.

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

Overall, the childminder supports children to learn a range of skills. She promotes choice and helps children to learn new skills during activities and also explore resources in their own way. For example, she supports children to investigate playdough and a mix of other materials. She then extends this to show them how to secure dry spaghetti in playdough and thread cereal hoops. The childminder uses these experiences well to support other areas of learning, for example, by helping children count how many they have used. Children's progress is accurately monitored. The childminder quickly identifies if children need any further support and takes effective action to seek further help where needed.

### Personal development, behaviour and welfare are good

The childminder adapts children's routines to effectively support their care needs. For example, she ensures that children have lunch earlier as she recognises when they are tired and will soon need to sleep. Children enjoy a range of opportunities to be physically active, such as with trips to the local parks and beaches. The childminder establishes effective links with parents. For example, she discusses children's care and learning needs and offers support to help parents to continue children's learning at home. Children use their good communication and language skills to express their views and give the childminder feedback.

### Outcomes for children are good

Children are independent. For example, they get up and down from their booster seats at the high table with ease. Children are motivated to explore and learn. They learn about emotions and begin to recognise how other people are feeling. Children learn a range of important skills to help them prepare for their next stage of learning at pre-school or school.

## Setting details

<b>Unique reference number</b>	EY426535
<b>Local authority</b>	Kent
<b>Inspection number</b>	1071392
<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>	0 - 7
<b>Total number of places</b>	5
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	23 October 2014
<b>Telephone number</b>	

The childminder registered in 2011 and lives in Sheerness, Kent. She offers care on weekdays from 7.30am to 6pm, all year round, except family holidays. The childminder has a level 3 early years qualification.

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