

# Childminder Report

**Inspection date**

15 September 2017

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 and babies are settled and have formed close bonds with the childminder. For example, they are happy to explore and return for a reassuring cuddle, when needed.
- The childminder has a good knowledge of how to safeguard children. She is aware of the action to take and whom to contact should she have any concerns regarding children's welfare.
- The childminder has a good knowledge of the children's interests and next steps. She completes thorough assessments of children's development and has a clear picture of the progress of individual children. Children make good progress in relation to their starting points.
- The childminder is committed to improving her practice. She undertakes a varied range of professional development training to enable her to maintain good teaching and care practice. For example, she completes online training courses, such as learning about the different ways in which babies and children learn, to help her develop her knowledge.

**It is not yet outstanding because:**

- At times, the childminder does not provide her assistant with opportunities to develop her knowledge of all areas of the curriculum further, to help her fully extend children's learning.
- Although teaching is good, the childminder does not consistently provide a broad range of challenging experiences for older children to fully extend their learning.

## What the setting needs to do to improve further

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

- continue to support staff to develop their knowledge and skills even further, to enhance children's learning
- provide highly challenging experiences for older children to help fully extend their learning and engagement in activities.

### Inspection activities

- The inspector held discussions with the childminder about children's activities and their progress.
- The inspector and the childminder observed children and discussed the learning that took place.
- The inspector sampled a range of documents, including safeguarding policies and procedures, and children's learning and development information.
- The inspector spoke with the childminder about her evaluation of the provision and how she supports her assistant.
- Parents' feedback was sampled through questionnaires.

### Inspector

Sara Garrity

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder understands the importance of keeping children safe and protected from harm. For example, she provides close supervision and monitors children constantly to provide a secure environment where they can explore safely. The childminder ensures that her assistant fully understands the policies and procedures of the setting to maintain children's well-being. Safeguarding is effective. The childminder regularly informs parents about their children's progress. For instance, she makes use of online assessment systems and daily discussions to exchange information about activities to support home learning. The childminder seeks the views of parents, her assistant and the children to help evaluate her provision and identify areas for improvement. The childminder has positive partnerships with other settings that children attend to deliver a continuity of care and learning for all children.

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

Children are active learners who enjoy playing imaginatively. For example, they talk to the childminder about how the pirates get on board the ship and who is in charge of steering the pirate ship. Children develop their physical skills well and demonstrate good control and coordination, such as using reusable putty to attach the variety of cut-out shapes to their picture. Children make strong progress in their speech development. For example, the childminder makes effective use of story time to encourage the children to talk about past events. She encourages babies to join in as they babble and chatter to engage in conversations.

### Personal development, behaviour and welfare are good

Children's behaviour is good. The childminder is a strong role model who makes effective use of praise to encourage participation in activities. For example, children enjoy singing harvest songs and develop a strong sense of self-esteem as they remember the words. The childminder has a good knowledge of babies' routines. For instance, she places them down for a sleep before they become restless. Children learn to value and respect the differences between themselves and others. They have daily opportunities to exercise, in particular they enjoy visiting the orchards to run around and see the changes to the fruit trees over time. The childminder gives the children opportunities to learn about the world around them and lead healthy lifestyles.

### Outcomes for children are good

Children make good progress in relation to their initial starting points. They are confident, polite and kind to their friends, such as passing babies toys so that they can join in with activities. Children gain many skills that they need in preparation for the next stage in their learning, such as nursery or school. They follow good hygiene routines and attend to their own personal care needs, relevant to their age and ability. Children understand and follow rules that keep them safe. For example, they know how to carry out fire evacuation procedures while at the childminder's home.

## Setting details

<b>Unique reference number</b>	EY491217
<b>Local authority</b>	Kent
<b>Inspection number</b>	1026069
<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>	6
<b>Number of children on roll</b>	10
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2015 and lives in Sittingbourne, Kent. The childminder provides care Monday to Friday from 7am to 7pm, for most of the year. She receives funding to provide free education for children aged three and four years. The childminder employs an assistant.

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