

Childminder Report

Inspection date

28 September 2017

Previous inspection date

21 January 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 continually reflects on her practice and seeks the views of parents and children to help her improve her setting. For example, she evaluates parents' responses from questionnaires and has improved how she displays snack menus so parents are better informed.
- Children receive good support to develop their mathematical skills. For example, the childminder counts at routine times with younger children and helps them learn about sizes. She supports older children to explore counting backwards and learning numerals.
- The childminder places a high emphasis on helping children to have an effective understanding of their own hygiene and to be independent. For instance, she supports very young children to have access to fresh water and soap and teaches them how to use them appropriately.
- Children are confident and engage well in play and activities. They have positive attitudes towards learning and all make good progress in their learning and development.

It is not yet outstanding because:

- The childminder does not consistently extend partnerships with all parents to enable her to have an even more detailed understanding about children's learning at home.
- The childminder has not considered further ways of helping children to learn about other cultures and religions to extend their understanding of the world.

What the setting needs to do to improve further

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

- strengthen the partnership working with parents to gain more detailed information about what their children are learning at home, to help children make even better progress
- explore further ways to develop children's understanding of other cultures and religions that are different from their own.

Inspection activities

- The inspector read the childminder's 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 spoke to children and the childminder during the inspection.
- The inspector jointly observed an activity with the childminder and discussed children's learning.
- The inspector reviewed the childminder's self-evaluation form and children's learning records.

Inspector

Sarah Taylor-Smith

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands how to keep children safe and risk assesses her setting well to minimise any hazards. She has good knowledge of how children may be exposed to extreme views that may affect their understanding of right and wrong. The childminder knows the action to take if she has any concerns about children's welfare. The qualified childminder develops her professional skills. For example, she attends training and completes personal research. She has recently explored how she can include more sensory activities for children and tried new activity ideas that children enjoyed. The childminder has effective links with other settings that children attend. She has a good understanding of how their learning is being supported and the progress they make.

Quality of teaching, learning and assessment is good

The childminder closely monitors children's progress and she has a good understanding of children's abilities. She provides an effective range of planned and free-play activities. The childminder successfully identifies what children need to learn next to further their progress. Children are observant and use their imaginations well, for example, they act out role-play scenarios based on their own experiences. The childminder helps children to have good communication and language skills. For example, she gives young children time to make sounds and communicate and she sensitively responds and comments on their play.

Personal development, behaviour and welfare are good

The childminder provides an engaging learning environment for children. For example, children have the opportunity to access a wide range of resources inside and outside. Children need minimal support from the childminder to behave well. The childminder supports children's physical development successfully. For instance, children have the opportunity to attend gym sessions to practise balancing and climbing, and this is further supported with trips to the park. Children have close bonds with the childminder and enjoy cuddles and sharing their play with her. The childminder helps children to explore their own ideas during play, such as when they bring more resources into activities.

Outcomes for children are good

Children gain a good range of skills to help them be ready for their next stage of learning at pre-school or school. Children's literacy skills are developing well. For example, older children are beginning to have an understanding of the sounds that letters make. Younger children begin to make marks and enjoy using different materials, such as crayons and chalks. Children enjoy a range of social activities, such as through toddler and community groups.

Setting details

Unique reference number	EY236425
Local authority	Kent
Inspection number	1085571
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 7
Total number of places	6
Number of children on roll	8
Name of registered person	
Date of previous inspection	21 January 2015
Telephone number	

The childminder registered in 2002 and lives with her family in Sittingbourne, Kent. She offers care from Monday to Friday from 7am to 6pm all year round, except for family holidays and bank holidays. The childminder has a level 3 early years qualification. She receives funding to provide free early education for children aged two, three and four years.

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