

Childminder Report

Inspection date	12 October 2017
Previous inspection date	4 November 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 provides a stimulating and welcoming environment. For example, she provides a wide range of activities and resources to support children's development. This helps to keep their motivation and interest in their learning.
- The childminder regularly shares information with parents about their children's progress. For example, she uses various ways to assess and gather information. This helps her to plan effectively for children's individual needs, abilities and interests.
- The childminder successfully supports young children's communication and language development. For example, she repeats their early words and introduces language, such as 'underneath', to develop their skills further. Children make good progress and are ready for the next stage in their development.
- Children have good mathematical skills. For example, they have a good knowledge of numbers and spontaneously count throughout their daily experiences.

It is not yet outstanding because:

- The childminder does not consistently offer children opportunities to learn about other people's similarities and differences.
- The childminder does not fully plan how to develop identified areas for improvement, to further improve outcomes for children.

What the setting needs to do to improve further

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

- increase opportunities for children to learn about differences and diversity
- develop plans to further improve outcomes for children through evaluation of the setting.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact of this on children's learning.
- The inspector reviewed documentation, including children's learning records.
- The inspector spoke to the childminder at appropriate times.
- The inspector observed children's play indoors and outdoors.
- The inspector discussed the childminder's self-evaluation, improvements since the last inspection and plans to develop her provision further.

Inspector

Anna Fisk

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder identifies potential risks in the environment and addresses these while helping the children to gain a good awareness of how to play in safety. She has a good understanding of the child protection procedures to follow and she is fully aware of how to report any issues. The childminder keeps her knowledge up to date, for example, through training, to help improve her practice. She regularly reviews and discusses children's progress with parents. The childminder successfully includes the views of parents and children when reflecting on her setting.

Quality of teaching, learning and assessment is good

The childminder knows the children well. She is clearly aware of where they are in their development and takes account of this when planning their next steps. The childminder regularly checks children's developmental progress. The quality of teaching is consistently good, supporting children to make good progress. The childminder is actively engaged in the children's play and is led by what they want to do. For example, she carefully observes and listens to children to identify their interests. The childminder uses descriptive language to maintain children's interest and repeats new words to extend their vocabulary. Parents report that they are confident that their children are challenged in their learning.

Personal development, behaviour and welfare are good

The childminder helps children to develop good social skills. They regularly visit toddler groups and local parks with the childminder, where they meet other children and learn how to respond as part of a group. Children have daily opportunities for exercise and fresh air, helping to promote their good health and physical well-being. The childminder encourages children to be independent. For example, she encourages them to direct their own play and involves them in personal care tasks such as putting on shoes. Children understand the routine and the rules of the setting. For instance, they know to wash their hands before snack time and after outdoor play. Children receive frequent praise and encouragement from the childminder. This helps to raise their self-esteem and confidence. Children enjoy exploring in the garden. They create sandcastles and talk about the changes in the weather.

Outcomes for children are good

Children make good progress from their initial starting points. They learn a good range of skills that prepares them for their next stage of learning and their eventual move on to school. Children are sociable, inquisitive and eager to learn and explore the wide range of activities provided. Young children learn early mathematical skills as they count bricks and build towers. Children enjoy the natural area outside as they watch busy insects.

Setting details

Unique reference number	EY427905
Local authority	Medway Towns
Inspection number	1071403
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	4 November 2014
Telephone number	

The childminder registered in 2011. She lives in Gillingham in Kent and operates from 7.30am to 6pm, five days a week, all year round.

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