

Childminder Report

Inspection date	18 October 2017
Previous inspection date	11 June 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

- Children form close bonds with the caring and attentive childminder. This helps to develop their sense of well-being. Children are confident to make choices about their play and sustain attention at their chosen activities.
- The childminder has a good understanding of safeguarding. She fully understands the signs that could indicate a child's welfare is at risk and knows the procedure to follow in the event of a concern.
- Teaching is consistently strong. The childminder uses her knowledge of children's development to provide activities to meet their learning needs. Children are motivated, keen to learn and make good progress.
- The childminder provides a wide range of interesting activities in a stimulating environment. Children have plenty of opportunities to develop their understanding of nature as they go on nature walks in the local environment and grow vegetables in the garden.

It is not yet outstanding because:

- The childminder occasionally misses opportunities to develop children's understanding about their similarities and differences to other people, and about languages and other communities in the wider world.
- The childminder works well in partnership with the parents, although she does not consistently gather information about their views on her setting to help fully inform her improvement plans.

What the setting needs to do to improve further

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

- broaden opportunities for children to learn about other people, communities and cultures to help further develop their understanding of the wider world
- enhance the partnerships with parents and gather more information about their views to strengthen monitoring of practice and identify improvements.

Inspection activities

- The inspector observed activities and the quality of the childminder's interactions with the children.
- The inspector looked at a range of documentation, including risk assessments, key policies and procedures, and children's records.
- The inspector took account of parents' views through letters and written questionnaires.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector discussed the childminder's self-evaluation and her plan to develop her provision.

Inspector

Maxine Ansell

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder is constantly aware of the children's safety and uses everyday play to help them learn how to keep themselves safe. The childminder updates her knowledge and skills. For example, she completes training, has discussions with other professionals and reads early years information. After completing training on mathematics in the environment, she has developed her knowledge of how to teach children mathematical skills during their play. The childminder observes, assesses and supports children's learning effectively. She uses this information to plan activities and experiences that help them to move forward in their development across all areas of learning. The childminder continually reviews and evaluates her practice and identifies how to develop this further. She has made improvements to her learning environments and has effectively addressed the recommendations raised at her previous inspection.

Quality of teaching, learning and assessment is good

The childminder uses skilful questioning to develop children's ideas as they play. For example, she asks 'How can we?' to help children think about how they can move the coloured rice, encouraging them with very little support to solve problems. The childminder supports language development well, for instance, she encourages children to talk about how they will solve problems and recall past experiences. Children build their small-muscle skills well. For example, they use technology equipment to light up and draw around shapes. The childminder extends children's mathematical development well. She uses every opportunity to refer to colours, shapes and numbers to extend children's learning. For example, she names complex shapes such as hexagons in a shape game.

Personal development, behaviour and welfare are good

Children have a strong sense of belonging and are emotionally secure. For example, they show their confidence as they independently select their own play. The childminder prepares children well for their move to different settings, including school. She helps them to manage their personal hygiene, learn positive behaviour and readily follow simple instructions. The childminder supports children's understanding of a healthy lifestyle, for instance, as she talks with them about healthy food and as they grow vegetables in the garden. Children enjoy many interesting play experiences and outings that support their physical development and knowledge of the natural world. For instance, they collect objects on an autumn walk.

Outcomes for children are good

Children set themselves challenges, such as moving rice from one place to another. They study the pile of rice and use critical-thinking skills to work out how to move it. They collect resources to solve the problem and sustain attention when the first solution does not work, for example, when they get a pot with holes in the bottom. Children show a genuine interest in learning and ask a lot of questions. They use numbers and shapes in their play, gaining the skills needed in readiness for school.

Setting details

Unique reference number	126233
Local authority	Kent
Inspection number	1089311
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 6
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	11 June 2015
Telephone number	

The childminder registered in 1997 and lives in Herne Bay, Kent. She operates from Tuesday to Friday from 8am to 5pm throughout the year, except bank holidays and Christmas week. The childminder receives funding for free early education for two-, three- and four-year-old children.

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