

# Childminder Report

**Inspection date**

6 November 2017

Previous inspection date

21 February 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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 has worked hard since her previous inspection. She has reflected on her practice and completed all the previous actions and recommendations well.
- Children are happy and well cared for by the calm and attentive childminder. They demonstrate a strong sense of belonging and security. This supports their emotional well-being and gives the children confidence to try new experiences.
- Partnership with parents is strong. The childminder uses daily discussions and online systems to exchange information with parents about their children. This allows her to gain an insight into achievements at home and helps to promote home learning.
- The childminder uses her good knowledge of the children's progress and current interests to plan interesting, challenging activities. Children make good progress from their starting points.
- The childminder extends children's understanding of language and communication well. For example, she encourages babies to vocalise and models language in their play.

### It is not yet outstanding because:

- At times, children and babies do not have many opportunities to explore, investigate and develop their senses with different materials and textures.
- Although the childminder is exchanging information with other settings that children attend, this does not routinely include all relevant information to ensure a consistent, fully effective approach to the children's learning and care.

## What the setting needs to do to improve further

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

- enhance opportunities for children to explore and investigate different materials
- strengthen the exchange of the information with other settings that children attend.

### 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 written feedback.
- 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 has a good understanding of her role to protect children. She implements a range of procedures to keep children safe, such as daily risk assessments of her premises. She knows who to contact should she have any concerns regarding a child's welfare. The childminder effectively reflects on and monitors the quality of her setting to improve her practice, and engages parents in the process. She updates her practice through discussion with other professionals and completing online training. The childminder regularly reflects on this training and makes relevant changes to her environment and practice. For example, she has developed themed baskets containing interesting items for children to explore. This helps towards improving the quality of her provision and encourages children's engagement.

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

The childminder makes accurate observations of children's play and uses these to monitor children's progress and plan the next steps in their learning. She shares this information with parents and this helps her to meet the children's needs successfully. The childminder makes good use of opportunities during children's play to extend their learning. She supports children's mathematical skills well. For example, she uses simple mathematical language in children's play, such as 'bigger' and 'smaller' when referring to the spoons. The childminder uses a running commentary appropriately to help very young children to link words to actions. For example, she talks about the child's actions as they use a small ladle to fill a jug with lentils.

### Personal development, behaviour and welfare are good

The childminder provides an interesting selection of resources and children confidently move around her home, happily selecting toys independently to support their play. The caring childminder praises children's efforts and this helps children develop good self-esteem. She provides regular opportunities for children to enjoy fresh air, exercise and mix with other children. For example, they play in the garden, visit the play gym and attend different toddler groups. This helps children to learn about healthy lifestyles and develop their social skills as they play with others. The childminder uses familiar songs to build children's confidence, develop an interest in music and help them begin to identify the names of different body parts.

### Outcomes for children are good

Children demonstrate good levels of involvement as they play. They are interested in reflecting the world around them as, for example, they push 'babies' in pushchairs. Children practise their small-muscle movements regularly. For instance, they balance blocks to build towers. Young children develop an early interest in books and they cuddle up to the childminder, looking at the pictures and turning each page. Children gain the skills they need to prepare them for the next stage of their learning. They learn to communicate well and non-verbal children are able to express their needs, such as when they are thirsty or tired.

## Setting details

<b>Unique reference number</b>	EY462076
<b>Local authority</b>	Kent
<b>Inspection number</b>	1107856
<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>	1 - 3
<b>Total number of places</b>	4
<b>Number of children on roll</b>	2
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	21 February 2017
<b>Telephone number</b>	

The childminder registered in 2013. She lives in Wingham, near Canterbury, Kent. The childminder provides care on Monday to Friday from 6.45am to 5.30pm, for most of the year. She is in receipt of funding for the provision of free early education for two-, three- and four-year-old children.

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