

Childminder Report

Inspection date

15 November 2017

Previous inspection date

3 June 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 develops strong partnerships with parents. She consistently shares her observations of children's abilities and achievements. Parents provide the childminder with information about what their children are doing at home. This helps to ensure a consistent approach to children's care and learning.
- Children establish secure attachments with the childminder from the start. The childminder is kind, caring and friendly. Children seek and enjoy her interactions throughout the day. This helps children to develop confidence and good self-esteem.
- The childminder monitors and tracks children's development well. She swiftly targets any emerging gaps in their progression. This ensures children are well supported to make progress and develop the skills needed for future learning. Parents comment that children 'learn quickly' in the childminder's care.
- The childminder has a positive attitude to developing her practice and keeping her knowledge up to date. For example, she works closely with other professionals to help her consider how she can develop the support she gives to individual children.
- Children benefit from a variety of well-considered trips. These experiences help children to develop an understanding of the wider world and enhance their social skills.

It is not yet outstanding because:

- At times, the childminder misses opportunities to fully support younger children to be involved in and gain the most from play activities.
- The childminder does not consistently support children to further develop their good sharing and turn-taking skills.

What the setting needs to do to improve further

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

- focus more precisely on ensuring younger children are given every opportunity to participate in play activities
- develop further opportunities to consistently support children to practise excellent sharing and turn taking in their play.

Inspection activities

- The inspector viewed interactions between the childminder and children in the inside environment and the outside space.
- The inspector viewed children's developmental records and discussed children's progress with the childminder.
- The inspector carried out a joint observation and discussed the aims of a planned activity with the childminder.
- The inspector viewed parents' written comments regarding the childminder's practice and took these into account.
- The inspector viewed a range of documentation, including the childminder's self-evaluation form.

Inspector

Amanda Vidler

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of her role and the procedures to follow to keep children safe. For example, she attends training to help her develop a deeper awareness and understanding of how to recognise child protection concerns. The childminder regularly evaluates her practice. She considers the views of parents to help her further develop her provision. She implements changes and monitors the effectiveness of these. For example, the childminder has worked to further develop her relationships with other settings. This has helped to establish a stronger exchange of information and a more consistent approach in supporting children's development.

Quality of teaching, learning and assessment is good

The childminder maintains a welcoming and stimulating environment. Children have easy access to a good range of resources, indoors and outdoors. Overall, the childminder is a good teacher. She recognises how and when to involve herself in children's play, to further support their learning. For example, the childminder uses simple questions to encourage children to use their developing mathematical understanding. They readily use words such as 'under', 'on top' and 'behind' to describe where they positioned the toy dinosaurs. Children show a good understanding and use strong language skills and key words when comparing the dinosaurs' colours and sizes. Younger children use their sensory skills to explore the different materials, such as cotton wool and flour, which they use to hide the dinosaurs. The childminder further enhances the children's curiosity and exploration of the resources. For example, she encourages them to compare sounds that the dinosaurs make when 'stomping' on the different materials.

Personal development, behaviour and welfare are good

The childminder organises her home effectively to ensure children can self-select resources and lead their own play. She offers lots of praise and encouragement. Children show pride in their achievements and welcome new challenges. The childminder uses simple activities to help children develop an understanding of the feelings of others. For example, children talk about the feelings of characters in a book. They use words such as 'sad', 'happy' and 'angry' to show their understanding of how different facial expressions link to the characters' feelings and actions. Overall, children behave well and are effectively supported to consider how to keep themselves safe and healthy. For example, children talk about why they have to move the slide to a dry area before play.

Outcomes for children are good

Children progress well in relation to their starting points. They are motivated and curious learners who develop and practise key skills. Children show high levels of independence in regards to their personal care. For example, children are keen to show the childminder they can dress and undress themselves. These skills help to prepare them for their next stage in learning and the move to school.

Setting details

Unique reference number	EY472252
Local authority	Kent
Inspection number	1069941
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	3 June 2014
Telephone number	

The childminder registered in 2013. She lives in the Isle of Sheppey, Kent. The childminder offers care Monday to Friday, from 7am to 6pm, for 48 weeks a year. The childminder is in receipt of funding for the provision of free early education for two-, three- and four-year-old children.

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Piccadilly Gate
Store St
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