

# Childminder Report

|                          |                  |
|--------------------------|------------------|
| <b>Inspection date</b>   | 24 November 2017 |
| Previous inspection date | 10 December 2014 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---|-------------------------|-------------|----------|
|   | 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                   |                         | Outstanding | 1        |
| Outcomes for children   |                         | Good        | 2        |

## Summary of key findings for parents

### This provision is good

- The childminder is proactive in making sure that she keeps up to date with new ideas and builds on her skills and knowledge. For example, she carries out independent reading and research to learn about early years updates.
- All children have good opportunities to develop their mathematical skills to support their future learning. For instance, younger children enjoy numbers songs and older children count to 20 with confidence.
- Children communicate with great confidence and the childminder supports their listening and speaking skills well. For example, she consistently asks challenging questions.
- The childminder knows children extremely well. She establishes exceptionally inspirational relationships with them. Children have outstanding levels of well-being.
- Children have good opportunities to develop their imagination. For instance, they enjoy a wide range of role-play activities, such as becoming travel agents.
- The childminder extends children's learning well, such as making good use of visits to places of interest.

### It is not yet outstanding because:

- The childminder does not consistently obtain details from parents about children's achievements from home, to strengthen the consistency of their learning even further.
- The childminder misses some opportunities to develop children's interest and skills in their early reading abilities to support their future learning more extensively.

## What the setting needs to do to improve further

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

- build upon the ways to consistently encourage parents to share achievements from home more regularly, to strengthen the consistency of children's care and learning experiences
- extend opportunities to develop children's interest and skills in early reading to help prepare them for the move to school.

### Inspection activities

- The inspector viewed the areas of the childminder's home that children use.
- The inspector observed the childminder interacting with the children.
- The inspector sampled written documentation, such as children's progress reports, and policies and procedures.
- The inspector spoke to children and the childminder at convenient times.

### Inspector

Kelly Hawkins

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder evaluates her practice regularly. For example, she reviews the day's events and uses her findings to support her future activity plans. This helps her keep children engaged and motivated to learn. The childminder liaises with other childminders to share ideas. For example, she asks them to observe her teach and takes on board their constructive feedback to develop her performance further. Safeguarding is effective. The childminder has a good knowledge of the safeguarding and child protection procedures to follow, including knowing whom to contact to raise concerns. The childminder successfully helps protect children's safety and welfare. Children learn how to keep themselves and others safe in an emergency. For instance, they role play how to cross roads safely and regularly practise evacuating the building safely and calmly.

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

The childminder closely monitors children's progress. This helps her to promptly highlight any gaps in their development and provide them with good individual support to help close gaps in their learning and to ensure they continue to make good progress. The childminder effectively helps prepare children for their eventual move to school. For example, they learn to share and take turns with their friends with confidence. The childminder skilfully builds on children's ideas. For example, children who were keen to read a story about a beach, go on to visit the beach and act out the story to bring the fantasy alive.

### Personal development, behaviour and welfare are outstanding

The childminder is an inspirational role model and children are extremely polite and behave impeccably. For example, older children show highly impressive levels of empathy and show exceptional kindness as they help and comfort younger children. Children develop extremely challenging physical skills. For example, they negotiate more-complicated equipment, such as tyre swings, and even babies attend weekly dance classes. Children develop an extremely good understanding of the importance of healthy eating. For example, they are enthralled as they harvest and learn about the interesting nutritious food they helped grow, such as beetroot. Children have outstanding levels of respect and understanding of other people's similarities and differences. For instance, the older children create different greetings cards and write simple words in different languages, such as Slovakian.

### Outcomes for children are good

Children of all ages make good progress in relation to their individual starting points and gain good abilities to support their future learning. They have good early writing skills. For example, older children write their name with confidence and younger children explore the marks they make as they paint. Children learn about the world around them. For instance, they enjoy regular nature and bug hunts.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY277412  |
| <b>Local authority</b>             | Kent  |
| <b>Inspection number</b>           | 1070558   |
| <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 - 8   |
| <b>Total number of places</b>      | 6   |
| <b>Number of children on roll</b>  | 12  |
| <b>Name of registered person</b>   |   |
| <b>Date of previous inspection</b> | 10 December 2014  |
| <b>Telephone number</b>            |   |

The childminder registered in 2004. She lives in Minster, Sheerness. The childminder cares for children Monday to Friday from 8am to 6pm, all year round. She receives funding to provide free early education for children aged two and three years.

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