

# Childminder Report

**Inspection date**

4 December 2017

Previous inspection date

25 June 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		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The childminder establishes secure and trusting relationships with children. They have a good sense of belonging and develop positive well-being and self-esteem.
- Children have good opportunities to develop their early mathematical skills to support their future learning. For example, children confidently recognise and use numbers.
- The childminder keeps her knowledge up to date and continues to build on her good skills. For instance, she attended training to learn about the different ways that children learn and enjoy play. The childminder uses her learning well to support her activity plans, help motivate children to learn and ensure they continually make good progress.
- Children have good opportunities to develop their physical skills. They negotiate more-challenging ways of moving, such as when the childminder supports them to experience using a pogo stick to feel the motion of bouncing.
- There are good opportunities for children to develop their imagination. For example, they enjoy a variety of role play, such as becoming 'gardeners' as they 'mow the lawn'.
- The childminder keeps parents fully informed and involved in their children's learning. She encourages parents to regularly share children's achievements from home.

### It is not yet outstanding because:

- The childminder does not make the most out of opportunities to encourage children to explore and investigate the natural world around them more extensively.
- The childminder misses some opportunities to develop children's respect for and understanding of other people's similarities and differences in the wider world.

## What the setting needs to do to improve further

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

- extend children's opportunities that encourage them to investigate and explore even further
- build on children's respect for and understanding of people's similarities and differences outside of their own experiences.

### 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 the children and the childminder at convenient times.

### Inspector

Kelly Hawkins

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder effectively evaluates her practice. For example, she reflects upon the day's events and uses her findings to support her action plans. The childminder takes into careful consideration views and ideas from parents and children, such as from discussions and regular questionnaires. She uses the feedback to make positive changes. The childminder monitors children's progress closely, which enables her to promptly highlight any gaps in their development and provide them with individual support. This helps children move on to the next stages of their learning at a good rate. The childminder communicates positively with other early years professionals. She regularly liaises with other childminders to share good practice. Safeguarding is effective. The childminder has a good knowledge of the child protection and safeguarding procedures to follow, including knowing whom to contact to help protect children's safety and welfare.

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

The childminder skilfully helps prepare children for the next stage in their development. For instance, children are confident in making independent choices about their play. The childminder supports children to develop good communication and language skills. For example, she provides a running commentary when appropriate and sensitively reinforces the correct pronunciation of words. Children have interesting opportunities to develop their creative and early writing skills, and freely express themselves. For instance, they make marks with paint using their hands.

### Personal development, behaviour and welfare are good

Children are polite and behave well. Children develop good social skills and build meaningful friendships. For example, they play happily, take turns and share resources with other children. Children understand the importance of healthy lifestyles. For example, they are keen to independently serve and try a good range of healthy snacks. Children use their small muscles to develop good control of their hand-to-eye coordination skills, such as when they enjoy threading activities.

### Outcomes for children are good

Children make good progress in relation to their starting points. They confidently give meaning to the marks they make as they draw and paint. Children begin to develop early writing skills, such as when they use pencils to trace over simple pictures. Children develop good early reading skills. For example, they have a keen interest in reading materials and are introduced to letters and simple words.

## Setting details

<b>Unique reference number</b>	EY473225
<b>Local authority</b>	Kent
<b>Inspection number</b>	1069973
<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>	2 - 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	25 June 2014
<b>Telephone number</b>	

The childminder registered in 2013. She lives in Gravesend, Kent. The childminder cares for children Monday to Friday from 8am to 5.30pm, all year round. The childminder receives funding to provide free early education for children aged two, three and four years.

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