

Childminder Report

Inspection date	5 December 2017
Previous inspection date	20 November 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

- Parents value the detailed daily diaries they receive about their child's learning. They appreciate the regular formal and informal opportunities to share ideas and to discuss their child's progress and development.
- When children start with the childminder, their starting points are discussed with parents. The childminder makes frequent observations of children as they play and learn and this helps her to plan children's next steps. This helps children to make good progress.
- Where the childminder shares the care of children with other settings, including school, she provides detailed information about their learning and progress. This helps to ensure consistency in learning and development.
- The childminder has positive relationships with the children in her care. Children feel safe and this helps to support their emotional well-being.

It is not yet outstanding because:

- Occasionally, the childminder does not give children opportunities to make their own independent choices in their play.
- Sometimes, the childminder does not make the most of all opportunities to help children develop their understanding of mathematical language and ideas.

What the setting needs to do to improve further

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

- develop children's ability to make choices in their play
- make the most of all opportunities to develop children's mathematical skills and language.

Inspection activities

- The inspector examined a range of documents, including those relating to safeguarding children.
- The inspector checked the suitability of the childminder and looked at children's learning and progress records.
- The inspector observed the childminder interacting with children and discussed her practice.
- The inspector discussed the childminder's evaluation of her practice with the childminder.
- The inspector spoke to children, read the comments of parents, and took their views into consideration.

Inspector

Jill Thewlis

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a secure understanding of how to keep children safe. She knows whom to contact if she has a concern about a child's safety or welfare. The childminder evaluates her practice effectively. For example, she has reorganised her play room to take into consideration the different needs of the children she is caring for. The childminder checks the progress children make and identifies any gaps in learning. She takes prompt and effective action to close any such gaps. Where children may need additional support, the childminder discusses their needs with parents and refers to other professionals for advice. The childminder shares good practice and ideas with colleagues in a local childminding group.

Quality of teaching, learning and assessment is good

The childminder effectively encourages children's enjoyment of books for pleasure and information. For instance, she borrows books from the library for children to take home to share with their parents. Children listen to stories, make flags and decorate biscuits to help them learn about other cultures and customs. Children's physical skills are well supported. For example, the childminder takes the children to the park where they explore the natural environment in the fresh air. The childminder helps young children learn how to pronounce words correctly. For example, she repeats words and phrases back to them.

Personal development, behaviour and welfare are good

Children learn how to share and take turns. For instance, the childminder encourages them to share popular police officer and firefighter role-play clothes. Young children enjoy trying on different headdresses and giggling at their image in the mirror. Children behave well. At mealtimes, the childminder talks to children about the healthy options they have in their lunchboxes. This helps them to understand how to keep themselves healthy. The childminder helps them to develop good manners, such as saying 'please' and 'thank you'. Children develop confidence in the warm and welcoming environment provided by the childminder. The childminder uses visits to the childminding group to provide children with opportunities to develop their social skills.

Outcomes for children are good

Children are well prepared for the next stage of their education, including school. They learn how to develop early writing skills, such as when they paint Christmas baubles. Young children begin to learn how to manage their personal care, such as washing their hands after painting or before eating. Children learn how to make friends and develop social skills.

Setting details

Unique reference number	EY369679
Local authority	Kent
Inspection number	1070970
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 6
Total number of places	6
Number of children on roll	7
Name of registered person	
Date of previous inspection	20 November 2014
Telephone number	

The childminder registered in 2008 and lives in Canterbury. She is in receipt of funding for early education for two-, three- and four-year-old children.

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