

Childminder Report

Inspection date

18 December 2017

Previous inspection date

26 January 2015

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 has a good understanding of how children learn and develop. This helps her encourage them to progress well in their learning and development. She plans a range of activities and experiences that effectively supports children's interests.
- The childminder knows the children well and monitors their development effectively. She observes and assesses their learning and uses this information to plan what the children need to learn next.
- 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 seeks out training to learn more about children's interests.
- The childminder routinely obtains details from parents about children's achievements from home, to strengthen the consistency of their learning even further.
- The childminder actively encourages children to eat nutritious food, follow good personal hygiene routines and to have physical exercise. This helps children learn about having a healthy lifestyle.

It is not yet outstanding because:

- The childminder misses some opportunities to develop children's interest and skills in their early creative abilities to support their early writing skills.
- The childminder does not give sufficient opportunities to help children understand about diversity.

What the setting needs to do to improve further

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

- provide a better variety of learning opportunities that encourages children to explore their ideas when they practise their early writing skills
- extend children's opportunities to develop their understanding of people's similarities and differences.

Inspection activities

- The inspector observed the quality of teaching.
- The inspector gained the views of parents through discussion and considered their views.
- The inspector spoke to the childminder at appropriate times during the inspection.
- The inspector observed the childminder and discussed children's learning.
- The inspector viewed documentation, such as children's learning records, and policies and procedures.

Inspector

Anna Fisk

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder demonstrates a good awareness of the signs that might lead to concerns about a child's welfare. She has policies and procedures that help ensure she can keep children safe from harm. The childminder keeps her childcare knowledge up to date, for example, by completing safeguarding training to maintain good practice. Systems for self-evaluation are in place and the childminder uses these to help identify her strengths and areas for further development, such as creating resources to support children's specific interests. The childminder seeks the views of parents to enable her to improve her practice, and she responds to feedback to ensure it will benefit all children. The childminder liaises with other childminders to share ideas. For example, she asks about their teaching and takes on board their ideas to develop her performance further.

Quality of teaching, learning and assessment is good

The childminder monitors children's progress. This helps her to promptly highlight any gaps in their development and provide them with good individual support to help build on 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. Children clearly enjoy taking the lead in their play. They confidently explore the environment and available resources. For example, children use the furniture to play peek-a-boo. The childminder supports children's communication and language development well. For instance, she encourages young children to explore their early speech and their listening skills well. She repeats the sounds they make and helps them to learn new words. The childminder also introduces learning about simple shapes and colours into everyday play.

Personal development, behaviour and welfare are good

Children form strong emotional bonds with the childminder. They enjoy her attention as she plays with them and they laugh and smile with her. Children play happily alongside their friends. Any minor disputes are swiftly and calmly dealt with by the childminder. She creates a child-friendly environment where children can play safely and independently. The childminder takes walks with children in the local community to help extend children's experiences of their local area.

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 literacy skills. For example, younger children enjoy story time and are keen to turn the pages. Children learn about the world around them. For instance, they watch as an aeroplane passes noisily overhead.

Setting details

Unique reference number	EY383291
Local authority	Kent
Inspection number	1100760
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	6
Number of children on roll	1
Name of registered person	
Date of previous inspection	26 January 2015
Telephone number	

The childminder registered in 2000. She lives in Staplehurst, Kent. The childminder operates from 7am until 6.30pm from Monday to Friday all year round, with the exception of family holidays.

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