

Childminder Report

Inspection date

12 January 2018

Previous inspection date

10 December 2012

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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder gets to know children exceptionally well. She establishes extremely inspirational relationships with them. Children have an outstanding sense of belonging.
- Children have good opportunities to develop their early reading skills to support their future learning. For example, children recognise simple words with confidence.
- The childminder closely monitors the children's progress. This enables her to promptly highlight any gaps in their learning. She provides good support to help children move on to the next stages in their learning quickly. Children make good progress in their learning.
- Children have good opportunities to explore and investigate. For example, they learn about the life cycles of a caterpillar and enjoy planting activities.
- Children communicate with excellent levels of confidence and the childminder supports their communication skills very well. For example, she consistently asks challenging questions.
- The childminder effectively evaluates her practice to help keep children motivated to learn. For instance, she evaluates the day's events daily and includes the views of children to support her future planning.

It is not yet outstanding because:

- The childminder does not make the most out of opportunities to encourage parents to share children's achievements from home more consistently.

What the setting needs to do to improve further

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

- build on the already good partnerships with parents and encourage them to share children's achievements from home more regularly, to strengthen the consistency of children's learning experiences even further.

Inspection activities

- The inspector viewed the areas of the childminder's home that children use.
- The inspector observed the childminder interacting with the children and assessed the impact this has on their progress.
- 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 liaises with other early years professionals to help keep her knowledge up to date. For example, she regularly shares ideas with other childminders. The childminder is keen to develop her skills even further. For instance, she plans to access further training to support children's early literacy skills even further. The childminder carries out regular independent reading and research to implement new activity ideas. This helps keep children interested in their learning experiences. Safeguarding is effective. The childminder has a good knowledge of the safeguarding and child protection procedures to follow, to help protect children's safety and welfare. She knows whom to contact to raise and follow up concerns. The childminder completes thorough risk assessments to ensure that all aspects of her practice help safeguard children, including the safe use of photography.

Quality of teaching, learning and assessment is good

The childminder effectively helps prepare children to be ready for school. For instance, they learn to confidently write their name and simple words. Children are confident to choose their own play and take an active lead in their learning. Children gain very good social skills. For example, the childminder helps them to develop empathy and great kindness towards others. The childminder skilfully builds on children's ideas. For example, children who were keen to read a story about a caterpillar go on to make a shopping list and purchase the items from the book at the local shops. Children gain creative skills. For example, they confidently learn a familiar song about a twinkling star on the piano.

Personal development, behaviour and welfare are outstanding

The childminder is an outstanding role model. Children are incredibly polite and behave impeccably. Children develop exceptional physical skills. For example, they engage in highly interesting exercise sessions daily and learn about the impact of physical activities on their bodies. They discuss their heartrate and the speed of their pulses before and after exercise. They are enthralled by the excellent opportunities to develop smaller physical skills, such as sewing and knitting. Children develop an extremely good understanding of the importance of healthy eating. For example, they discuss the benefits of different food groups on their bodies. They engage in highly interesting activities, such as collecting eggs from the ducks to use for cooking.

Outcomes for children are good

All children make good progress in relation to their individual starting points. They develop good skills to support their future learning. They have good early mathematical skills. For example, children confidently complete simple sums. Children learn about the world as they enjoy experiments. For example, they investigate what happens when they put flowers in coloured water and watch them change colour as the water is absorbed.

Setting details

Unique reference number	EY428141
Local authority	Kent
Inspection number	1108058
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 3
Total number of places	6
Number of children on roll	1
Name of registered person	
Date of previous inspection	10 December 2012
Telephone number	

The childminder registered in 2011. She lives in Minster, in Ramsgate, Kent. She operates from 8am until 4pm on Monday to Friday, all year round. She provides funded early education for children aged three years.

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