

# Childminder Report

**Inspection date**

8 February 2018

Previous inspection date

14 February 2013

| <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 gets to know children well. She establishes good trusting relationships with them. Children have a good sense of belonging and a positive level of well-being.
- Children have good opportunities to develop their early writing skills to support their future learning. For example, children give meaning to the marks they make as they draw.
- The childminder effectively evaluates her practice to help keep children interested to learn. For instance, she evaluates the daily activities and uses the findings to support her future activity plans. This supports children to remain engaged in their learning.
- Children develop good communication and language skills. For example, the childminder consistently and respectfully reinforces the correct pronunciation of words.
- Children develop a good understanding of the importance of healthy eating. For instance, they grow interesting vegetables, such as broad beans to try at mealtimes.
- The childminder uses the local community well to extend children's learning. For example, they visit the local farm shop to learn about different fruits and vegetables.

**It is not yet outstanding because:**

- The childminder misses some opportunities to engage and interest children even further in developing their early mathematical skills more consistently as they play.
- The childminder does not make the most out of opportunities to encourage parents to share children's achievements from home more regularly.

## 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 to develop their mathematical skills and support their future learning even further
- strengthen the partnerships with parents and consistency of children's learning between home and the setting even more consistently.

### 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 has a good commitment to ensuring that she continues to make positive changes and improvements to her current practice. She is keen to develop her skills even further and keep her knowledge up to date. For example, she plans to access further training to learn about the different ways children learn. The childminder carries out independent reading and research to implement new ideas, such as different play activities. She liaises with other early years professionals. For example, she regularly shares resources and current early years information with other childminders. This helps the childminder to 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. Children learn how to keep themselves safe in an emergency. For example, they practise regular fire drills and learn how to exit the setting safely and calmly.

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

The childminder effectively helps prepare children for their eventual move to school. For example, they recognise their name and enjoy a good range of reading materials. The childminder skilfully builds on children's spontaneous play. For example, children who enjoy the snowfall go on to make their own snow scenes using interesting materials, such as flour. The childminder encourages children to learn about temperature of snow, as they explore ice and discuss it being cold. Children develop good creative skills. They make interesting three-dimensional models, such as using ice cubes to build an igloo.

### Personal development, behaviour and welfare are good

The childminder is a positive role model. Children are polite and behave well. Children develop good social skills. For example, the childminder takes children who are minded alone to other childminders and toddler groups. This helps to develop their confidence in larger groups of children. Children develop good physical skills. For example, they regularly explore and negotiate larger climbing and balancing equipment at the park. Children gain a good understanding and respect for other people's similarities and differences in the wider world. For example, they learn about traditional dress of other countries and religions, such as saris from India.

### 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. Children develop good independence, such as putting on their shoes with confidence. Children are confident to choose their own play and take an active lead in their learning. They build positive friendships. For example, they play happily together, share resources and take turns in group games. Children learn about the world around them, such as participating in regular bug hunts.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY449768  |
| <b>Local authority</b>             | Kent  |
| <b>Inspection number</b>           | 1062773   |
| <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>       | 0 - 6   |
| <b>Total number of places</b>      | 6   |
| <b>Number of children on roll</b>  | 3   |
| <b>Name of registered person</b>   |   |
| <b>Date of previous inspection</b> | 14 February 2013  |
| <b>Telephone number</b>            |   |

The childminder registered in 2012. She lives in the village of Nettlestead, Kent and operates from 7.30am until 6pm on Monday to Friday, all year round. The childminder holds a relevant early years qualification at level 3.

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