

# Childminder Report

**Inspection date**

29 March 2018

Previous inspection date

17 June 2015

<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 has a positive attitude to developing her practice. She welcomes feedback from parents. She uses this information to help her review practice and make relevant changes to develop and maintain the good quality of care offered.
- Children develop strong bonds with the childminder. They are happy and settled, and the childminder is caring and attentive to their needs. Children thoroughly enjoy her company and are eager for the childminder to join in their play. Parents comment that children are 'happy and progress well' in the childminder's care.
- The well-qualified childminder has a good understanding of how children learn. She maintains a well-resourced and interesting environment. The childminder encourages children to make choices and think about and use their own ideas in their play. Children are confident, imaginative and make good progress in their learning.

### It is not yet outstanding because:

- The childminder does not consistently encourage parents to share information about children's learning at home and be fully involved in supporting their children's learning between home and her setting.
- The childminder does not always use her good knowledge of children's individual progress to consistently provide focused support to help them develop their skills to the highest level.

## What the setting needs to do to improve further

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

- develop further strategies to encourage all parents to contribute to and support their child's learning
- focus more precisely on consistently supporting children's development, especially where gaps in children's learning are identified.

### Inspection activities

- The inspector observed the interactions between the childminder and children during play sessions and snack times.
- The inspector carried out a joint observation with the childminder.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector viewed parents' written comments regarding the childminder's practice and took these into account.
- The inspector reviewed a range of documentation, including children's developmental records and the childminder's training certificates.

### Inspector

Amanda Vidler

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder is well aware of her responsibilities and she works hard to keep children safe. She has a good understanding of the processes and procedures to follow in regard to safeguarding. The childminder attends regular training, which helps her to keep her knowledge up to date. For example, through safeguarding training the childminder has developed a stronger understanding of current safeguarding issues and requirements. The childminder uses knowledge gained from other training to improve the service she is providing. For example, after attending a course, the childminder reviewed her assessment processes. Overall, she has developed a more in-depth understanding of what to look for when monitoring children's progress.

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

The childminder observes children in their play and completes regular assessments of their progress. This helps her to develop a good understanding of their individual needs, interests and abilities. Overall, the childminder supports children's learning well and children use their emerging skills to enhance their play. For example, the childminder demonstrates how to use bricks and cars to make marks with water on an aqua mat. Children copy the childminder's actions as they use their emerging early writing skills to make lines and start to draw circles with the toys. Children excitedly share their achievements with the childminder who introduces simple words to link to children's mark making. She watches as children use their curiosity to further explore the water play in their own way, such as by using their feet to make watery footprints.

### Personal development, behaviour and welfare are good

The childminder's home is safe and secure, and she supervises children well. She carries out regular checks of the premises, which helps to promote children's safety. For example, the childminder has recognised that areas of her garden need developing. Therefore, she arranges daily trips to local parks. This provides opportunities for children to socialise and learn about the wider world. Children behave well and show developing independence as they freely choose from the range of resources and carry out simple tasks without being reminded. For example, young children independently put books away on the shelf before helping themselves to others.

### Outcomes for children are good

Children progress well in relation to their starting points. They are keen, enthusiastic learners who enjoy challenge and persevere with simple tasks. For example, using their physical skills, children build simple towers with bricks. They show determination as they try to pull bricks apart. After a length of time, with encouragement, they show developing skills and understanding as they use two hands to pull the bricks apart. They show great pride in their achievement and enjoy sharing this with the childminder. These skills support their progress to the next stages in their learning.

## Setting details

<b>Unique reference number</b>	EY227323
<b>Local authority</b>	Kent
<b>Inspection number</b>	1091412
<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>	1 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	17 June 2015
<b>Telephone number</b>	

The childminder registered in 2002 and lives in Sittingbourne, Kent. The childminder operates Monday to Friday from 8am to 6pm, all year round. The childminder holds an appropriate childcare qualification at level 4.

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