

Childminder Report

Inspection date	27 March 2018
Previous inspection date	2 October 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 creates a warm and welcoming environment. She makes good use of the space for children to choose from a wide range of activities and resources inside and outdoors.
- Children are very happy and relaxed. Their behaviour is very good as they play and learn together. They have formed strong bonds with the childminder who is a reassuring and consistent teacher.
- The childminder knows the children well. She plans interesting and challenging activities that meet their individual needs and help them develop the skills they need to do well in their future learning and school.
- The childminder regularly evaluates her practice and environment. She takes account of parents' and children's comments to target and prioritise areas for improvement.
- The childminder produces good opportunities for children to develop their physical skills. For example, they carefully negotiate obstacles as they ride bicycles outside.

It is not yet outstanding because:

- The childminder does not consistently obtain precise and detailed information about children's learning needs from parents when they first start at the setting.
- Sometimes the childminder misses opportunities to extend her own skills and knowledge.

What the setting needs to do to improve further

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

- seek more precise information from parents about what their child already knows and can do when they start at the setting
- make the best use of opportunities that help to develop the good practice further.

Inspection activities

- The inspector viewed the quality of teaching indoors and outside, and assessed the impact this has on children's learning.
- The inspector spoke with parents and took account of their views and comments.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector sampled documentation, such as policies and children's records

Inspector

Alison Martin

Inspection findings

Effectiveness of the leadership and management is good

The childminder effectively observes what children can do and closely monitors their learning and development. She recognises when children need extra help, to support them to make good progress. The childminder establishes positive relationships with parents and keeps them involved in their children's learning. For example, parents share their children's interests and ongoing achievements from home. The childminder has a good understanding of how to keep children safe. Safeguarding is effective. She knows what to do and whom to contact if she has concerns about the welfare or safety of children. The childminder has formed good relationships with other professionals in the schools that children attend, to ensure a continuity in their care and learning.

Quality of teaching, learning and assessment is good

The childminder offers a creative and enticing range of activities. She understands what interests the children and skilfully uses naturally occurring opportunities to develop children's curiosity and understanding of the world. For example, children delight in stamping in mud and puddles outside. Children's communication and language skills are supported very well. Children love time spent singing nursery rhymes and songs, and help to re-tell their favourite stories. The childminder is very good at helping children use mathematical words in their play. For instance, they learn about 'halves' and 'quarters' as they cut a pretend cake. Children talk about similarities and differences as they measure each other and compare height and ages. They regularly explore their local community, such as during walks in the countryside and visits to the shop.

Personal development, behaviour and welfare are good

Children are polite with one another and understand each other's needs. For example, they patiently take it in turns to choose a book and listen to stories together. They are very good at sharing resources as they play. For instance, they share the cotton wool and glue as they create pictures of woolly sheep. They understand the need to keep themselves healthy, such as when they talk about cleaning germs from their hands or exercising their bodies as they do yoga. Children have very good social skills. The childminder helps them understand their emotional needs well by giving them the words to successfully describe their feelings.

Outcomes for children are good

Children make good progress, including those who have special educational needs. They are all active and independent learners who are socially confident and capable. Children are developing skills to support their future learning, such as gaining a good pencil grip as they draw. They confidently use numbers as they count and sing number rhymes. Children know how to listen to one another as they negotiate and extend their ideas as they play.

Setting details

Unique reference number	EY417274
Local authority	Kent
Inspection number	1131008
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	6
Number of children on roll	8
Name of registered person	
Date of previous inspection	2 October 2015
Telephone number	

The childminder registered in 2010 and lives in the village of Sandhurst in Kent. She mainly childminds on weekdays for most of year. The childminder occasionally provides overnight care and care at weekends. She has a relevant childcare qualification at level 3.

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