

Childminder Report

Inspection date

10 April 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Parents appreciate the regular channels of communication with the childminder. They make comments on their child's learning records. Parents of children who are learning English as an additional language value the work the childminder does to improve their English.
- Children behave well. Relationships between children and the childminder are positive and this supports children's emotional well-being. The childminder encourages children to share and take turns.
- The childminder works well with parents to find out what children know and can do when they start. Together, they establish next steps in learning. The childminder plans appropriate activities and checks children's progress regularly to identify any gaps in learning. Where such gaps exist, she provides suitable activities to close them.
- There are good links between the childminder and other settings that children attend, including school. Information about children's achievements is shared and this helps to support consistency in their learning. Children make good progress.

It is not yet outstanding because:

- The childminder does not make use of all available opportunities to make children aware of how to maintain a healthy lifestyle.
- The childminder does not use all available opportunities to help children develop their independent thinking skills.

What the setting needs to do to improve further

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

- use all available opportunities to help children learn about how to have a healthy lifestyle
- provide children with further opportunities to develop their independent thinking skills.

Inspection activities

- The inspector examined a range of documents, including those relating to safeguarding children and managing their behaviour.
- The inspector looked at children's learning and progress records.
- The inspector observed the childminder interacting with children and discussed her practice.
- The inspector and the childminder discussed the childminder's evaluation of her setting.
- The inspector spoke to children and viewed the written comments of parents, and took their views into consideration.

Inspector

Jill Thewlis

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands how to keep children safe. She knows whom to contact if she has a concern about a child's safety or welfare. Outings are all thoroughly risk assessed and this helps to ensure that children are safe at all times. The childminder keeps comprehensive records of any accidents children have, including details of any first aid administered. The childminder consistently evaluates her practice and identifies areas to improve. For example, she has focused garden activities on messy play and uses the local parks to support children's physical development. The childminder has found that she can more effectively meet the needs of the different ages and abilities of the children in her care when she plans activities around a central theme.

Quality of teaching, learning and assessment is good

Children enjoy making marks and this supports their early writing skills. They can hold a pencil well and demonstrate control over the marks they make. Children's language skills are effectively supported, including for children who speak English as an additional language. For example, the childminder clearly repeats common words and phrases back to children in both languages. Children enjoy singing action songs and the childminder uses these opportunities to help children identify and name parts of their bodies. The childminder positively encourages children in understanding the similarities and differences between themselves and others. For example, they sample foods from other lands, create artefacts, such as dragons, and read stories relating to different festivals.

Personal development, behaviour and welfare are good

Children clearly feel safe in the setting. They are confident and happily lead their own learning. For example, during role play, children check the temperature of the inspector. Children choose their resources freely. The childminder supports their emerging understanding of how to keep safe. For example, she reminds them to be careful that they do not put pipe cleaners near their eyes. Children themselves ensure that the safety flooring is flat on the floor, knowing they might trip otherwise. Their physical development is well supported. For instance, the childminder takes children for walks to the local parks and other places of interest.

Outcomes for children are good

Children are well prepared for school or the next stage of their education. They enjoy listening to stories, look with interest at the pictures and make comments about what they see. Children learn to count and to recognise differences in size and shape. They use cutlery to feed themselves and manage other aspects of their personal care. Children learn to socialise with a wider group of friends. For example, they visit a range of different groups where they meet with other children.

Setting details

Unique reference number	EY497878
Local authority	Kent
Inspection number	1037745
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 5
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2016 and lives in Ashford, Kent. She works each weekday, all year round.

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