

Childminder Report

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| Inspection date | 27 April 2018 |
| Previous inspection date | 15 January 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 has a positive attitude to developing her practice and keeping her knowledge up to date. For example, she works closely with other professionals to share ideas and resources which help her to maintain the good levels of care she offers.
- The childminder makes regular, accurate assessments of children's abilities. She effectively monitors children's progress and plans purposeful learning experiences. These opportunities help to ensure children are well supported to make progress and develop the skills needed for future learning.
- The childminder is kind and caring. She establishes secure attachments with children, who seek and enjoy her interactions throughout the day. This helps children to develop confidence and self-esteem.
- Partnerships with parents are well developed. The childminder knows the families well and regularly shares information. This consistent approach helps to support children's learning, development and care needs well.

It is not yet outstanding because:

- On occasions, the childminder moves on quickly and does not give young children sufficient time to use their developing language skills to respond to questions being asked.
- The childminder does not consistently provide children with opportunities to explore and investigate a wide variety of different materials.

What the setting needs to do to improve further

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

- focus more precisely on ensuring young children are given time to respond, to practise and extend their emerging language skills
- provide further opportunities for children to explore different materials in their play.

Inspection activities

- The inspector observed the interactions between the childminder and children during play sessions in the inside and outdoor environments.
- The inspector looked at a range of documentation, including the daily register and children's learning and assessment records.
- The inspector carried out a joint observation with the childminder.
- The inspector viewed the areas of the premises used for childminding.
- The inspector viewed parents' written comments regarding the childminder's practice and took these into account.

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 knows the children well and is confident in the procedures to follow to record and report any concerns to help keep children protected. The childminder attends relevant training. She effectively uses her good relations with other childminders to help her maintain a strong understanding of requirements, such as those relating to the current government legislation. The childminder evaluates her practice on a daily basis, which helps her to make positive changes. For example, the childminder purchased a new book stand which has enabled all children to have better access to the wide variety of books available. She also considers the views and suggestions of parents to help her further develop her provision.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of how children learn. She provides well-planned activities and experiences which link to children's interests and abilities. Overall, the childminder supports children's learning well and children use their emerging skills to enhance their play. For example, older children start to link letter sounds to pictures of body parts. They confidently show the childminder where parts of their bodies are which match the cards, such as their arms, elbows and feet. They show emerging mathematical skills as they compare their 'big' hands to younger children's 'small' hands. Younger children show excitement as they explore shape sorters. They show an emerging understanding of matching the shapes to the same colours and holes. They chat happily to the childminder and link their developing language to their actions. For example, they say 'that one' as they push the shape through the relevant shaped hole.

Personal development, behaviour and welfare are good

The childminder maintains a welcoming and stimulating environment. She organises her home effectively to ensure children can choose resources and lead their own play. The childminder's home is safe and secure and she supervises children well. She carries out thorough daily safety checks of the premises, which helps to promote children's safety. Children show a developing knowledge of ways to keep themselves safe. For example, children talk about how they have to wait for the 'green man' to help them cross the road while out walking. Children behave well and are effectively supported to develop an understanding of how to manage their own behaviour. The childminder is aware of the importance of outdoor experiences and arranges daily trips, such as to local parks.

Outcomes for children are good

Children make good progress from their starting points. They are keen learners and show curiosity and enthusiasm in their play. They welcome simple challenges and use their developing skills to make things work. For example, young children show developing physical skills and coordination as they stack shaped cups. They persevere when they fall and take time to turn them over to try again. Older children use early writing skills to add their names to their pictures. They enjoy showing the childminder their achievements.

Setting details

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| Unique reference number | EY153086 |
| Local authority | Kent |
| Inspection number | 1100752 |
| 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 | 15 January 2015 |
| Telephone number | |

The childminder registered in 2002. She is based in Gravesend, Kent. The childminder operates Monday to Friday from 8am to 5pm, for 50 weeks a year. The childminder holds an appropriate childcare qualification at level 3. The childminder is in receipt of funding to provide free early education for children aged three and four years.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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