

# Childminder Report

**Inspection date**

25 May 2018

Previous inspection date

1 May 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 is caring, nurturing and sensitive towards the children, who establish secure attachments with her from the start. They settle quickly and are comfortable in her care. Children happily seek out the childminder if they need a reassuring cuddle. This helps children to develop confidence and good self-esteem.
- The childminder has a good understanding of how children learn and is skilled in teaching children to become independent learners. Children benefit from the childminder's enthusiastic involvement in their play. She tailors her interactions well to meet children's individual abilities and interests. Children develop good skills to support their future learning.
- The experienced childminder is committed to providing the best service she can for children and their families. She has a positive attitude to developing her practice and keeping her knowledge up to date. The childminder attends regular training and uses this to improve her knowledge and skills.

### It is not yet outstanding because:

- The childminder does not consistently organise all areas of the environment as well as possible to enable children to have ample space to play and explore.
- The childminder does not consistently seek a wide range of information from parents about what their children can already do when they first start.

## What the setting needs to do to improve further

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

- review the organisation of the environment to make the most of the available space to enhance children's learning further
- obtain more information from parents about what children already know and can do when they first start.

### Inspection activities

- The inspector observed the interactions between the childminder and children during play sessions and mealtimes.
- The inspector viewed the areas of the premises used for childminding.
- The inspector spoke with the childminder at appropriate times during the inspection and offered to carry out a joint observation.
- The inspector viewed parents' written comments regarding the childminder's practice and took these into account.
- The inspector looked at a range of documentation, including the daily register and the childminder's qualification and training certificates.

### Inspector

Amanda Vidler

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder maintains a safe environment and has a clear focus on ensuring children are well supervised and protected. She has a clear knowledge of areas which may cause her concern, such as changes to children's personalities or behaviour. The childminder has a good understanding of her role and the processes and procedures to follow in regards to safeguarding. She recognises the impact that training has on her practice, and she sources relevant courses. For example, the childminder used knowledge gained through first-aid training to help support children to learn about ways to keep themselves and others safe. The childminder considers the views and suggestions of parents and children to help her reflect on her practice and make relevant changes.

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

The childminder observes children's progress as they play and recognises their interests and skills well. She uses her observations to help her identify children's achievements and assess their progress. The childminder recognises how and when her involvement in children's play effectively enhances their learning. For example, she introduces simple questions to encourage children to use their well-developed language skills to compare and talk about different-sized bears. Using emerging mathematical skills, children show an understanding of different sizes, and they talk about 'small' and 'big' bears. Children copy the childminder's actions and start to count and match different-coloured bears in their play.

### Personal development, behaviour and welfare are good

The childminder is a good role model. She has developed a culture of respect and cooperation. Children behave well and show patience and understanding within their play. The childminder works effectively to help children to learn to think about their own self-care and safety, while enabling them to take well-managed risks. For example, she talks to young children about how to use equipment, such as the slide, safely. Children listen well and show a good understanding. They enjoy demonstrating how they can use the ladder and sit down at the top of the slide. The childminder gives lots of praise and comments on children's safe actions. She encourages children to be healthy by supporting them to eat well and drink water throughout the day.

### Outcomes for children are good

Children are enthusiastic learners who confidently try new things. They show pride in their achievements and develop and practise lifelong skills. For example, young children show good personal care skills as they use soap and water to wash their hands and towels to dry them. Children independently move a small step to enable them to reach the towel rail and hang their towels. These skills help to prepare them for their next stage in learning and the move to school.

## Setting details

<b>Unique reference number</b>	EY234652
<b>Local authority</b>	Kent
<b>Inspection number</b>	1091463
<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>	2 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	1 May 2015
<b>Telephone number</b>	

The childminder registered in 2002. She cares for children Monday to Saturday between the hours of 6am and 6pm, all year, except for public holidays and family holidays.

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