

Childminder Report

Inspection date

22 June 2018

Previous inspection date

19 March 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

- Parents are given regular opportunities to provide feedback to the childminder. They value the frequent conversations they have to discuss their child's learning and progress with the childminder. They contribute to, and comment on, their child's assessments.
- Children behave well. The childminder sensitively and gently explains to young children the importance of sharing and taking turns. She has trusting relationships with the children and this helps to support their self-confidence and emotional well-being.
- When children start with the childminder, she works with parents to see what children can and cannot do. The childminder makes regular observations of children during their play and uses this information to plan their next steps in learning. Children make good progress.
- The childminder has good relationships with other settings children attend, including the local school. She shares information about children's achievements and this helps to support a consistent approach to their learning.

It is not yet outstanding because:

- The childminder sometimes misses opportunities for children to develop their understanding of comparative mathematical language.
- Children are not always given enough opportunities to engage in mark-making activities to help support their early writing skills.

What the setting needs to do to improve further

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

- strengthen the opportunities for children to develop their understanding of comparative mathematical language
- provide a wider range of opportunities for children to engage in mark-making activities.

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 self-evaluation and priorities for improvement.
- The inspector read the views of parents, spoke with the children 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 and knows who to inform if she were to have a concern about a child's safety or welfare. She evaluates her practice and has clear goals for improvement. She involves parents in the setting of priorities. The childminder checks her premises every day to ensure that children are safe when they are in her care. Children who have special educational needs and/or disabilities are appropriately supported. The childminder seeks the advice of external professionals to meet the needs of these children. The childminder is part of a local collaboration. They plan joint training, which the childminder attends and this helps to improve her knowledge and skills.

Quality of teaching, learning and assessment is good

Children lead their own learning. For example, one child holds up a number and the other says what it is. Children count accurately. They regularly visit the library and have a wide range of books to choose from to help support their reading skills. Children's physical skills are developed effectively. They enjoy riding bicycles and negotiate the space skilfully. The childminder supports children's language development effectively, such as by speaking clearly as she repeats words and phrases back to them. Children benefit from regular trips to a local nature reserve and to the park, where they explore the natural environment outside in the fresh air.

Personal development, behaviour and welfare are good

Children understand established routines. For example, they know to wash their hands before lunch and an older child reminds a younger child of the importance of rubbing your hands together to make them clean. Children are independent and know how to use cutlery and open packages of sandwiches. Children have an emerging sense of how to keep safe. For instance, they know that sun cream helps to stop them from burning. They easily and independently access resources to support their play. For instance, children decide to play a fishing game together and help themselves to the resources they need. Children have a wide range of resources to help them understand the differences and similarities between people. They learn about a range of festivals including major Christian festivals and those from other cultures, such as Chinese New Year.

Outcomes for children are good

Children are well prepared for the next stage of their education, including school. They count and recognise numbers in print. Children learn to problem solve, working out how to pull themselves up the front of the slide. Children listen, follow routines, take turns and understand the necessity of sharing. Children learn to be independent and manage their personal care.

Setting details

Unique reference number	EY283753
Local authority	Kent
Inspection number	1091953
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 3
Total number of places	3
Number of children on roll	4
Name of registered person	
Date of previous inspection	19 March 2015
Telephone number	

The childminder registered in 2004. The childminder provides care for children from 7.30am to 6pm, five days per week.

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