

# Childminder Report

**Inspection date**

21 June 2018

Previous inspection date

7 December 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                   |                         | Outstanding | 1        |
| Outcomes for children   |                         | Good        | 2        |

## Summary of key findings for parents

### This provision is good

- The children form exceptional relationships with the childminder. They are extremely happy and content. They seek her out to share their excitement or for cuddles. The childminder encourages children to be independent in all aspects of their play and learning.
- The childminder is skilled in supporting children to develop their communication and language. For instance, she values the different languages that children speak and provides resources to support this, such as toys which sing in children's home languages.
- The childminder assesses children's learning and development well. All children, including those who speak English as an additional language, make good progress from their starting points.
- The childminder provides a wonderfully nurturing environment where children are well cared for. The childminder knows the children very well and offers a wide range of well-planned activities indoors and outdoors which they can independently access.
- Parents' feedback shows that they are very happy with the care provided. They talk about how excited children are to arrive at the childminder's home. They are pleased with the good progress that their children have made in their social skills and confidence.

### It is not yet outstanding because:

- The childminder does not make full use of opportunities to evaluate her own progress to enhance children's learning and development even further.

## What the setting needs to do to improve further

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

- enhance the processes for self-evaluation to reflect on and identify opportunities to improve outcomes for children even further.

### Inspection activities

- The inspector talked with the childminder and children at appropriate times during the inspection.
- The inspector viewed some written documentation, including children's developmental records, attendance registers, policies and training records.
- The inspector viewed written feedback from parents to gain their views.
- The inspector viewed all areas of the home which children have access to.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact it has on children's learning.

### Inspector

Nicola Edwards

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder knows her responsibilities if she has a concern about a child's safety or well-being. She completes regular risk assessment to ensure that the areas of her home used by children are safe. The childminder regularly attends training to help ensure that she has a current knowledge of how to keep children safe. She shares new developments with other childminders. For example, they support one another to practise fire drills, update their policies and review risk assessments. The childminder has very high expectations of what children can do and provides a wide range of stimulating resources to support their individual learning and development.

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

The childminder keeps detailed records of children's learning, including observations and photographs which she regularly shares with parents. She has a clear understanding of how individual children learn and uses her observations to plan their next steps. The childminder takes an active interest in children's individual preferences and uses these to support their learning and development. For example, she sources shape sorters which include children's fascination with animals to encourage them to explore and sort shapes, recognise colours as well as matching animal shapes and noises. The childminder supports young children's communication effectively. When they point at objects or say words incorrectly, she confidently gives them the correct vocabulary and pronunciation which aids their understanding. The childminder works closely with parents to support children's school transitions. For example, older children have opportunities to learn early letter recognition by matching letters using word games.

### Personal development, behaviour and welfare are outstanding

Children form extremely strong attachments to the childminder who is very responsive and nurturing to their needs. Children's behaviour is exemplary. They are incredibly confident and are excited to share their resources and activities with visitors. Children have a wealth of opportunities to learn about the world around them. For instance, they enjoy making flags from their home countries to share with one another while parents share foods from around the world. The childminder has exceptionally high expectations of children. She plans a wide range of engaging activities that provides children with opportunities to gain very effective skills in concentration. For example, very young children maintain attention for prolonged periods as they explore their favourite books and sing action songs.

### Outcomes for children are good

Children are well prepared for their next stages in their learning and the eventual move to school. Children have excellent control and coordination. They explore the environment confidently and are encouraged to be independent. Children are motivated and excited to explore new activities and resources.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | 136890  |
| <b>Local authority</b>             | Kent  |
| <b>Inspection number</b>           | 1127036   |
| <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>       | 0 - 8   |
| <b>Total number of places</b>      | 6   |
| <b>Number of children on roll</b>  | 3   |
| <b>Name of registered person</b>   |   |
| <b>Date of previous inspection</b> | 7 December 2015   |
| <b>Telephone number</b>            |   |

The childminder registered in 1998 and lives in Ditton, in Aylesford, Kent. She operates all year round from 7.45am to 6pm, Monday to Friday, except for bank and family holidays.

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