

# Childminder Report

**Inspection date**

6 July 2018

Previous inspection date

Not applicable

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>    | <b>2</b> |
|---|-------------------------|----------------|----------|
|   | 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

- Children form strong bonds with the kind and caring childminder. She supports children's emotional well-being effectively. Children are happy, settled and content. They show high levels of self-esteem. Parents comment that children grow in confidence and thrive in the childminder's care.
- The childminder has a good understanding of how children learn and of their individual abilities. She encourages children to make choices and think about and use their own ideas in their play. Children benefit from the childminder's enthusiastic involvement in their play. They make good progress in their learning.
- The childminder has a positive attitude to developing her practice. She welcomes feedback from parents and other professionals. She uses this to help her reflect on her practice and makes changes to enhance her provision further.

### It is not yet outstanding because:

- At times, the childminder misses opportunities to support children to share toys, cooperate and play exceptionally well with others.
- The sharing of information with other settings that children attend is not yet fully effective in promoting consistency in children's learning.
- The childminder does not consistently provide children with a broad range of opportunities to explore different media and materials in their play.

## 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 children are consistently supported to further enhance their skills in sharing and cooperating during their play
- strengthen partnership working with other settings that children attend, to ensure that there is continuity in children's learning and development
- extend opportunities for children to explore a wider range of different media and materials, to further enhance their exploration of the world around them.

### 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 carried out a joint observation and discussed the aims of a planned activity with the childminder.
- The inspector looked at a range of documentation, including children's learning and assessment records.
- The inspector gained the views of parents regarding the childminder's practice and took these into account.

### Inspector

Amanda Vidler

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder knows the children and their families well. She is confident in recognising and recording concerns, such as a change in the way children behave or play. The childminder has a good understanding of her role and the procedures to follow to keeping children safe. She seeks training opportunities and regularly researches relevant guidance. The childminder uses the information gained to reflect on her skills and consider how these could be further enhanced. For example, she uses the knowledge she has gained to reflect on and make changes to the learning environment. The childminder has implemented more opportunities for children to freely select from the resources available. This helps to promote children's independence.

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

The childminder completes accurate observations of children's play. She uses these well to help her to recognise children's achievements and assess their progress. The childminder tailors her interactions in children's play to help to support them to practise developing skills. For example, the childminder uses simple questions to enhance children's exploration of a tent full of balls. She encourages children to talk about the colours of the balls. The childminder extends children's vocabulary by asking how many of each colour they have. Children show a developing mathematical understanding as they talk about having two pink balls. They then put the balls back in the tent, show the childminder their empty hands and they comment that they have none. The childminder maintains an effective two-way sharing of information with parents. They share observations of what children can do and work together to plan for children's next step in learning.

### Personal development, behaviour and welfare are good

The childminder provides a welcoming environment. Her home is safe and secure, and she supervises children well. The childminder works effectively to help children to learn to think about their own self-care and safety. For example, she continually talks to children about why they need sun hats and shoes when outside on the hot patio. The childminder provides nutritious meals and snacks. She encourages children to be healthy and supports them to eat well and drink water throughout the day. Children start to make healthy choices and show developing independence at snack times, as they pour their own drinks and peel bananas.

### Outcomes for children are good

Children are keen learners who practise the skills they need to support their future learning and move on to school. Children are developing appropriate language skills which they confidently use in their play. For example, children turn the pages in books and use animated voices to retell the story. They start to use descriptive words, such as 'scary' to talk about the characters in the book. Children show pride in their achievements and enjoy working alongside the childminder to complete simple tasks.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY500620  |
| <b>Local authority</b>             | Kent  |
| <b>Inspection number</b>           | 1053742   |
| <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>       | 1 - 4   |
| <b>Total number of places</b>      | 6   |
| <b>Number of children on roll</b>  | 4   |
| <b>Name of registered person</b>   |   |
| <b>Date of previous inspection</b> | Not applicable  |
| <b>Telephone number</b>            |   |

The childminder registered in 2016 and lives in Maidstone, Kent. She operates from 7am to 6.30pm, Monday to Friday, for 47 weeks a year.

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Piccadilly Gate  
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