

# Childminder Report

**Inspection date**

6 July 2018

Previous inspection date

21 February 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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**

- Since the last inspection, the childminder has improved her risk assessment process to ensure children's safety and learn effective hygiene procedures. She has also updated her written records, regarding the administration of children's medication.
- Children settle quickly in the homely and friendly environment. They are content, happy and ready to learn.
- The childminder knows the children well and monitors their development successfully. She observes and assesses their learning, and uses this information effectively to plan for what children need to learn next. Children make good progress.
- The childminder develops strong partnerships with parents. This helps to ensure children's individual needs are met.
- The childminder is a good role model for children. She helps children learn to manage their feelings and share resources.
- The childminder uses various means to evaluate her practice and keeps updated about changes. This contributes to the good progress she has made since the last inspection.

**It is not yet outstanding because:**

- The childminder does not make full use of all opportunities to further build on children's mathematical understanding.
- The childminder does not consistently make the most of opportunities to further promote children's independence.

## What the setting needs to do to improve further

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

- make the most of all opportunities to extend children's mathematical knowledge and understanding
- enable children to manage more of their own play choices to build on their independence further.

### Inspection activities

- The inspector observed the childminder joining in activities with children and discussed the learning taking place.
- The inspector toured the areas of the premises used for childminding.
- The inspector sampled children's progress and assessment records, policies and procedures, and required records.
- The inspector took account of the views of parents and the childminder's self-evaluation on her practice.

### Inspector

Mary Vandeppeer

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a clear knowledge of how to recognise and report any concerns about a child's well-being and welfare. The childminder keeps herself informed of developments in childcare practices. She meets up with other childcare providers and completes ongoing training. The childminder has established effective communication with other key persons who share the care of the children she minds, for example, from the local pre-school and school reception teacher. This helps to provide consistency in children's care and learning. Comments from parents demonstrate how extremely satisfied and happy they are with the care and education that the childminder provides their children.

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

The childminder has created well-resourced play areas, indoors and outdoors, for children to use. She plans activities and experiences in her home and out in the local community. For example, children enjoy walks in the nearby woods, where the childminder can interact with them, talking about what they can see and find. Children like to assemble toy rail tracks and plan where to place the bridges. A water game, which involves catching little toy ducks with nets, is very popular. Younger children count these as they succeed in catching them. The childminder interacts well with the children. She talks to them about what they are doing and asks questions about colours and shapes they see. Young children's developing communication skills are given good attention.

### Personal development, behaviour and welfare are good

The childminder gives good consideration to the individual needs of the children and understands the importance of developing their self-esteem. For example, she praises their achievements and encourages them in their play. This helps improve their confidence in what they can do. Children know what is expected of them most of the time and are familiar with certain routines. For instance, they know where the resources they like are stored and where they sit for snacks and meals. The childminder recognises that being outside, looking at nature and searching for insects, is of particular interest to the children and that it benefits their health and learning.

### Outcomes for children are good

Children are inquisitive, engage well in activities and they show increasing concentration. They are beginning to use and understand numbers. Children develop good social skills. They are also making sound progress in their physical development. Children show clearly they have strong communication and language abilities. They make good progress from their starting points. Children are acquiring the skills they need for their next stage in learning and their eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY343165
<b>Local authority</b>	Kent
<b>Inspection number</b>	1132522
<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 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	21 February 2018
<b>Telephone number</b>	

The childminder registered in 2007 and lives in Maidstone, Kent. The childminder offers care on Wednesday, Thursday and Friday from 8am to 5pm, all year with the exception of bank holidays and family holidays.

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