

# Childminder report

|                          |                |
|--------------------------|----------------|
| <b>Inspection date</b>   | 10 August 2018 |
| Previous inspection date | 1 March 2016   |

| <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 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

### The provision is good

- The childminder establishes positive relationships with children and gets to know their individual personalities well. Children have a good sense of belonging.
- The childminder communicates effectively with other early years professionals. For example, she regularly shares activity ideas with other childminders. This helps her keep up to date with new ideas and keep children motivated to learn.
- Children have good opportunities to develop their early reading skills to support their future learning. For instance, older children recognise simple words with confidence.
- Children develop good understanding of the importance of healthy eating. They are keen to harvest their own healthy snacks, such as strawberries and raspberries.
- The childminder supports children's listening and speaking skills well. She reinforces the correct pronunciation of words respectfully.
- The childminder closely monitors children's individual progress. This helps her to promptly highlight any gaps in their development. She provides them with good support to help close gaps in their learning and make good progress.

### It is not yet outstanding because:

- The childminder does not make the most of opportunities for parents to consistently share children's achievements and learning from home.
- The childminder misses some opportunities to extend children's mathematical skills and use of mathematical language as they play.

## What the setting needs to do to improve further

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

- engage parents to be even more involved in their children's learning and sharing children's achievements from home more regularly
- extend children's opportunities to learn more complicated mathematical concepts as they play to help them to develop even more skills to support their future learning.

### Inspection activities

- The inspector viewed the areas of the childminder's home that children use.
- The inspector observed the childminder interacting with the children.
- The inspector sampled written documentation, such as children's progress reports, and policies and procedures.
- The inspector spoke to children and the childminder at convenient times.

### Inspector

Kelly Hawkins

## Inspection findings

### Effectiveness of leadership and management is good

The childminder closely monitors the consistency of care and learning that her assistant provides children. For example, she regularly observes her interaction with children and gives her helpful advice to support her performance. The childminder evaluates her practice regularly. For instance, she reflects on the day's events and takes into careful consideration the feedback from children. This helps her keep children interested to learn. The childminder and assistant are keen to keep their knowledge and skills up to date and build on them further. For instance, they attend beneficial training, such as learning about the different ways to help children develop their communication skills using simple signing. Safeguarding is effective. The childminder has a good knowledge of the safeguarding and child protection procedures to follow, including knowing who to contact to seek additional advice. Children learn how to keep themselves and others safe. For instance, they talk about the importance of being aware of unfamiliar adults.

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

The childminder effectively helps prepare children for their eventual move to school. For example, children are independent and choose their own play and find their belongings with confidence. The childminder skilfully builds on children's interests. For instance, children who were keen to read a story about a woodland walk, go on to act out the story in the woods. Children have good opportunities to develop their imaginations and they are confident to retell their favourite story in their own way.

### Personal development, behaviour and welfare are good

The childminder is a positive role model for children, who are polite and behave well. Children say 'please' and 'thank you' with no reminders. Children develop good social skills and build meaningful friendships. For example, they are happy to help each other complete tasks. Older children are excited to play hiding games to make the younger children smile. Children develop good physical skills. For example, they negotiate larger climbing and balancing equipment at regular trips to the park. Children gain good understanding of other people's similarities and differences. For instance, they learn about traditions of other countries as they learn about the Indian dance of Bhangra.

### Outcomes for children are good

Children of all ages make good progress in relation to their individual starting points established by the childminder when they start at the setting. Children develop good skills to support their future learning. They have good early writing skills. For example, younger children explore the marks they make as they paint and older children write their names and simple words with confidence. Children learn about the world around them. For instance, they enjoy regular bug hunts and planting activities.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | 101946  |
| <b>Local authority</b>             | Kent  |
| <b>Inspection number</b>           | 10063842  |
| <b>Type of provision</b>           | Childminder   |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>               | Childminder   |
| <b>Age range of children</b>       | 0 - 8   |
| <b>Total number of places</b>      | 12  |
| <b>Number of children on roll</b>  | 24  |
| <b>Date of previous inspection</b> | 1 March 2016  |

The childminder registered in 2000. She lives in Ashford, Kent. The childminder works with an assistant. The childminder cares for children Monday to Friday, from 7am to 7pm, all year round. She receives funding to provide free early education for children aged two and three years. The childminder holds a relevant early years qualification at level 3.

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