

Childminder report

Inspection date	6 August 2018
Previous inspection date	20 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Children form close bonds with the childminder and settle quickly. The childminder has a clear understanding of the children's care routines to help ensure she supports their well-being.
- The children are happy and content, and easily access the toys and activities to make informed choices in their play. They make good progress from their starting points.
- The childminder constantly risk assesses her home and teaches children how to keep safe. For example, she explains why it is important to tidy away toys before getting other resources out.
- The childminder has built positive relationships with parents. She regularly informs parents about their children's progress. For instance, she makes use of diaries and daily discussions to exchange information on children's care routines.

It is not yet outstanding because:

- The childminder does not provide sufficient opportunities for children to engage in an environment that reflects and promotes the culture and backgrounds of all the children who attend.
- On occasions, the childminder does not give children sufficient time to think about and share their responses to questions.

What the setting needs to do to improve further

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

- increase the experiences children have to learn about their different cultures and backgrounds
- offer children enough time to think about their responses to questions and to share their ideas fully.

Inspection activities

- The inspector spoke to parents and read letters of reference to take into account parents' views on the services they receive.
- The inspector observed the children participating in activities and interacting with the childminder.
- The inspector sampled a range of documentation, including children's learning and development records, safeguarding policies and procedures, and evidence of the suitability of household members.
- The inspector carried out a joint observation on an activity with the childminder, who then fed back to the inspector on the learning taking place.
- The inspector discussed with the childminder her plans for the future and how she works with her assistants.

Inspector
Sara Garrity

Inspection findings

Effectiveness of leadership and management is good

The childminder provides close supervision and monitors the children constantly to provide a safe and secure environment. She is aware of the signs and symptoms that could indicate that a child may be at risk of harm and the procedures to help protect them. Safeguarding is effective. The childminder supports her assistants' practice to ensure they are able to encourage children's learning. She has established strong links with other professionals to support children moving on to nursery and school. The childminder has a positive attitude to her professional development. For example, she attends collaboration meetings with other childminders and attends training events, such as developing her understanding about how boys learn, to help improve her practice. The childminder reflects on the service she provides to help identify strengths and areas for improvement. She has addressed the recommendation from her previous inspection well. For example, she ensures that children are able to easily access resources.

Quality of teaching, learning and assessment is good

The childminder uses observation and assessments of children effectively to identify their achievements and track what they need to learn next. She plans activities that challenge and focus on their interests and stages of development. For instance, she provides a range of toy emergency vehicles and characters to extend children's interest in imaginative play. The childminder encourages children to develop their mathematical skills, such as sorting and naming shapes. She makes strong use of repetition to support children's communication and language skills. For example, the childminder sings songs with the children, making use of objects, such as plastic ducks, to add actions to songs.

Personal development, behaviour and welfare are good

Children's behaviour is age appropriate. The childminder is a good role model who offers praise and encouragement, which helps to boost children's self-esteem. Children experience a wide range of outings in the community. For instance, the childminder takes them on journeys to local animal parks and the beach. These experiences help children to understand about their local area and the world around them. The childminder reminds children to have a drink of water regularly, especially during hot weather, to keep hydrated. Children learn how to lead a healthy lifestyle.

Outcomes for children are good

Children make good progress and acquire the skills needed for the next stage in their learning and eventual move to nursery or school. For instance, they socialise with friends at the park and indoor play areas with the childminder. Children learn to value and respect each other's needs. For example, they are kind to their friends as they learn to share and take turns when playing games and using resources.

Setting details

Unique reference number	EY319906
Local authority	Kent
Inspection number	10060555
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	20 May 2015

The childminder registered in 2006 and operates in Broadstairs, Kent. She provides care from Monday to Friday, 7.30am to 6.30pm, for most of the year. The childminder has two assistants registered to work with her. She receives funding to provide free early education for children aged three and four years.

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