

Childminder report

Inspection date	4 September 2018
Previous inspection date	8 June 2016

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

- The childminder is a positive role model. Children are polite, behave well and confidently follow the rules. They understand the behavioural expectations.
- The childminder effectively evaluates her practice. At the end of each day she reflects on the day's events and how well she engaged children in their learning. This helps her to keep children interested and motivated to learn.
- Children have good opportunities to develop their reading skills. Younger children have a keen interest in books and older children confidently recognise simple words.
- There are good opportunities for children to learn about other people's similarities and differences from around the world. For instance, the childminder teaches them the customs of a wide range of festivals and events, traditional to other cultures and beliefs, like Diwali.
- Children develop a good understanding of the importance of healthy eating. For example, they play games where they learn about what foods are healthy.
- The childminder supports children to prepare for their eventual move to school. They are independent and confidently choose their own play.

It is not yet outstanding because:

- The childminder misses some opportunities to extend children's interest and skills to explore and investigate the natural world even further.
- The childminder does not consistently encourage parents to share children's achievements from home to strengthen the consistency of their learning and care further.

What the setting needs to do to improve further

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

- extend further children's opportunities to explore and investigate the natural world
- build on the ways to encourage parents to share children's achievements from home more regularly to help strengthen the consistency of children's care and learning experiences.

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 works well with her co-childminder. Together, they monitor the consistency of care and teaching that they provide children. The childminder uses the findings to support her future performance. She keeps up to date with new ideas and updates. The childminder regularly carries out independent reading and research to help build on her knowledge and skills. She communicates well with staff at other settings children also attend and shares with them children's achievements. This helps to provide children with a good consistent approach to their shared care and learning. Safeguarding is effective. The childminder has a good knowledge of the safeguarding and child protection procedures to follow to help keep children safe and protect their welfare. She helps children to learn how to keep themselves and others safe. For instance, they role play how to cross roads safely.

Quality of teaching, learning and assessment is good

The childminder closely monitors all children's progress. This enables her to promptly highlight any gaps in their development and provide them with good individual support to help close them. Children make good progress. The childminder skilfully builds on children's ideas and interests. For example, children who were keen to read a story about a train, go on to visit a railway and ride on a steam train with the childminder. Younger children enjoy the positive interaction the childminder provides, such as the use of visual props like puppets during a story. The childminder supports children to develop good listening and speaking skills. For instance, she asks older children thought-provoking questions.

Personal development, behaviour and welfare are good

Children develop a positive relationship with the childminder. She gets to know them and their individual personalities well. Children have a good sense of belonging and positive levels of well-being. Children develop good physical skills. For example, they explore different way to move in regular dance and music activities. Children develop good hand-to-eye coordination. For instance, they enjoy activities, such as threading. Children develop good friendships and have good social skills. Older children read stories to the younger children and help them to complete tasks.

Outcomes for children are good

Children of all ages make good progress in relation to their individual starting points and gain good abilities to support their future learning. They develop good early writing skills. Older children write letters and their name with confidence and younger children explore the marks they make as they draw and paint. Children develop good mathematical skills. They can order objects depending on their size.

Setting details

Unique reference number	956633
Local authority	Kent
Inspection number	10063889
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	8 June 2016

The childminder registered in 1999. The childminder works with a co-childminder. She works from the home of her co-childminder in Ashford, Kent. The childminder cares for children from Monday to Friday, from 7.30am until 6pm, all year round.

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