

Childminder report

Inspection date	6 September 2018
Previous inspection date	3 December 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

- The childminder provides a stimulating environment where children can lead their own play and develop their learning. She makes accurate assessments of the children's learning and children make good progress from their starting points.
- Children build a strong bond with this caring childminder and settle quickly even after a long break. The warm, nurturing childminder knows the children's individual personalities well and children are confident and show high levels of independence and problem solving skills.
- The childminder develops a positive relationship with parents. She supports them with advice, for example, about a bedtime routine or dummies.
- This experienced childminder is well organised and continually self-evaluates her practice and paperwork. For instance, she has rewritten her booklet about the General Data Protection Regulation to include more information for parents.

It is not yet outstanding because:

- On occasions, the childminder does not give children time to reflect on questions or problems before she asks another question or provides the answer. Therefore, children are not given the time to think, answer or find solutions for themselves.
- At times, the childminder does not ensure that all parents are aware of their child's current progress to support home learning.

What the setting needs to do to improve further

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

- allow children time to process questions asked, to enable them to use their thinking skills and provide answers or solutions to a problem
- strengthen the exchange of information about children's learning with parents.

Inspection activities

- The inspector observed activities and the quality of the childminder's interactions with the children.
- The inspector looked at a range of documentation, including risk assessments, key policies and procedures, and children's records.
- The inspector took account of parents' views through discussion, emails and feedback forms.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector discussed the childminder's self-evaluation, her plans for her practice and jointly evaluated an activity with the childminder.

Inspector

Maxine Ansell

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a good understanding of her role in keeping children safe. She knows the procedures to follow should she be concerned about a child being abused or neglected. The childminder uses questionnaires and discussions to seek the views of children and parents as part of her self-evaluation. She effectively reviews her practice. For example, she regularly evaluates her environment and has moved her book corner to make it more accessible and cosier for the children to use. The childminder has a thorough system in place to assess children's progress and detect any gaps in their learning. Parents are complimentary about the childminder, saying children are treated as family, there are plenty of toys and nice activities and children learn so much.

Quality of teaching, learning and assessment is good

The childminder knows the children's abilities and current interests well. She plans activities that motivate their learning and help the children to maintain interest. The childminder supports children's mathematical skills effectively. For example, she develops children's understanding of size and weight as she explains that she is 'too big' for the small chair and one doll is 'heavier' than the other doll. The childminder extends children's communication skills well. For instance, she encourages them to communicate by labelling their actions and toys and praising their efforts. Children develop an understanding of information and communication technology, for example, they enjoy winding keys and pressing buttons to make toys work.

Personal development, behaviour and welfare are good

This experienced childminder creates an interesting environment where children are easily able to instigate their own play and follow their interests. She is a good role model and children behave well, are polite and spontaneously say 'thank you' when given a pretend cup of tea. Children enjoy interacting with the childminder and even though they have just returned from a summer break, feel safe and secure and are happy to interact with visitors. The childminder develops their physical skills effectively. For example, children develop their small muscles as they try to work hand puppets and their hand-to-eye coordination as they play bat and ball.

Outcomes for children are good

Children develop their imagination and understanding of the world around them. For example, children enjoy pretend play as they make cups of tea and stir ingredients in a pan in the role-play corner. Children are developing the skills and knowledge they will need when they are ready to start school. For example, children follow instructions and readily share and play with others. Children are willing to have 'a go' and solve problems. For instance, they happily work out how to stop a doll from sliding off a chair.

Setting details

Unique reference number	EY259270
Local authority	Kent
Inspection number	10063759
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 10
Total number of places	6
Number of children on roll	4
Date of previous inspection	3 December 2015

The childminder registered in 2003 and lives in Ashford, Kent. She provides her service on weekdays between the hours of 7am and 6pm. The childminder holds an appropriate early years qualification at level 3.

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