

# Childminder report

<b>Inspection date</b>	24 October 2018
Previous inspection date	21 April 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

- Partnerships with parents are good. Parents value the bonds their children have with the childminder. They work together to provide consistent and good-quality care and early education for children.
- The childminder keeps her knowledge up to date, for example, through regular training, to help improve her practice. Her thorough understanding of children's play behaviours helps her to plan suitably challenging activities for individual children.
- The childminder is highly effective at supporting children's early communication and language skills. She clearly emphasises key words to help them enhance their understanding and language skills. All children make good progress in their learning from their starting points.
- The childminder maintains a well-organised, welcoming and stimulating environment in which children are happy, settled and keen to explore.

### It is not yet outstanding because:

- The childminder does not make the most of opportunities to help children develop their independence skills to manage their own hygiene needs.
- On some occasions, the childminder misses opportunities to enable children to develop their own ideas fully in adult-led activities.

## What the setting needs to do to improve further

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

- extend opportunities for children to develop their independence skills to meet their own personal hygiene needs
- help children to expand on their own ideas during adult-led activities.

### Inspection activities

- The inspector observed children during their play and learning experiences.
- The inspector observed children and the childminder interacting and discussed children's learning and development.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector looked at children's records and evidence of the suitability and qualifications of the childminder and her assistant.
- The inspector reviewed written feedback from parents of the children attending.

### Inspector

Kimberley Luckham

## Inspection findings

### Effectiveness of leadership and management is good

The childminder effectively evaluates the provision and includes the views of parents and children to help identify areas for further improvement. For example, she has increased her range of toys and adjusted her environment to meet the interests of the individual children effectively. The childminder monitors children's progress effectively, and she acts to address any emerging gaps in their learning. For example, she has implemented effective strategies to help children with their communication and language skills. Safeguarding is effective. The childminder has a good knowledge and understanding of the procedures to follow to help protect all children's welfare and keep them safe. She effectively identifies any risks in the environment and promptly addresses these to help ensure children play safely.

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

The childminder has a good knowledge of how children learn and develop. She makes regular assessments of children's play and achievements and shares these with their parents. The childminder uses these assessments effectively to plan for children as individuals, to help them make good progress. Generally, the childminder effectively challenges and enhances children's knowledge throughout their experiences well, for instance, as the children enjoy exploring different shape cutters with dough. The childminder challenges them to identify the correct name of the shape and to find objects the same shape within the environment. She introduces new words to describe the different shapes and objects, such as 'circle' and 'clock', and gives clear explanations about the characteristics of the shapes. The childminder effectively enhances children's mathematical skills throughout their experiences. For instance, she encourages children to count as well as consider and compare different sizes.

### Personal development, behaviour and welfare are good

The childminder gives children plenty of praise and encouragement, which helps to boost children's self-esteem and confidence. Children are well behaved and have a good understanding of sharing and taking turns. The childminder helps children to gain a growing awareness of healthy lifestyles. For instance, children choose from a healthy variety of snacks and the childminder reinforces the benefits of healthy food choices during activities.

### Outcomes for children are good

Children are well prepared for their next stage of education or their move on to school. They enjoy engaging in early handwriting opportunities. For instance, children enjoy using a range of tools to make marks within their play experiences. Children develop a good understanding of diversity beyond their immediate family. For example, the environment has positive cultural images, books and role-play resources.

## Setting details

<b>Unique reference number</b>	126860
<b>Local authority</b>	Kent
<b>Inspection number</b>	10063858
<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>	1 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	21 April 2016

The childminder registered in 1998. She lives in Kingshill, near Wrotham, Kent. She provides care from Monday to Thursday from 8am to 6pm, for most of the year.

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