

# Childminder report

<b>Inspection date</b>	10 August 2018
Previous inspection date	21 January 2015

<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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### The provision is good

- The childminder effectively uses observations and assessments to help her monitor children's progress and to identify any gaps in their development. Children make good progress in their learning.
- The childminder has positive relationships with parents. For example, she provides them with verbal and written updates of children's progress and activities they take part in, to help support learning at home.
- The childminder provides children with a highly stimulating environment where they can easily access resources to help them make extremely well-informed choices in their play.
- The childminder has a good understanding of the signs and symptoms that may highlight a concern in relation to child protection. She is aware of the action to take and who to contact to keep children safe.
- The childminder reinforces excellent behaviour through lots of praise and encouragement. For instance, children offer their friends a turn to dig with their spade without being asked. Children gain an exceptional understanding of how to manage their own behaviour.

### It is not yet outstanding because:

- The childminder misses some opportunities to broaden younger children's mathematical knowledge, in particular, to increase their understanding of numbers and quantity.
- The childminder does not consistently provide older children with additional opportunities to increase their knowledge of the wider world.

## What the setting needs to do to improve further

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

- strengthen opportunities for younger children to develop an interest and build on their early mathematical skills
- review and improve the opportunities older children have to extend further their awareness of the wider world.

### Inspection activities

- The inspector and childminder observed children and discussed the learning that took place.
- The inspector observed the daily routine and practice, and discussed the organisation and management of the childminding service with the childminder.
- The inspector read a sample of documents written by the childminder, including the safeguarding policies and procedures, risk assessments and children's learning and development folders.
- The inspector observed the childminder interacting with the children, and spoke to the children and childminder at appropriate times during the inspection.
- The inspector read letters of reference from parents and other early years professionals to take account of their views on the service the childminder provides.

**Inspector**  
Sara Garrity

## Inspection findings

### Effectiveness of leadership and management is good

The childminder closely monitors children as they play. She always carries out thorough risk assessments on the home and when on outings to help maintain children's safety and security. Safeguarding is effective. The childminder has positive partnerships with other early years professionals and works closely with other settings that children attend, to help improve outcomes for children. The childminder reflects on the service she provides and has addressed previous recommendations, which demonstrates a commitment to improving her practice. For example, she has undertaken additional training on food and nutrition to help her increase children's awareness of the importance of a healthy diet.

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

The childminder plans activities that challenge children and focus on their next development steps and interests. For example, children are eager to help their friends as they 'pan for gold' in the sand tray. The children enjoy being creative, such as using the treasures they have found to make pictures. Children show good levels of concentration and are motivated to learn. The childminder makes strong use of repetition, such as encouraging young children to say and repeat the colour of the paper they wish to use for their pictures. Children develop strong communication and language skills. The childminder provides a range of mark-making opportunities to help support children's early writing skills. For instance, they use pens and paper to record information and make lists as they play in the garden.

### Personal development, behaviour and welfare are outstanding

Children's safety, health and well-being is given extremely high priority. The childminder provides children with a wealth of opportunities to socialise and explore the local area. For example, they attend group activities, visit the beach and local historic buildings as they learn about the community they live in. Children learn how to lead a healthy lifestyle. For instance, the childminder talks to the children about dental hygiene at snack time. The childminder is very adept at helping children to learn how to keep themselves safe. For example, she shows them how to use knives and the apple cutter safely as they cut up fruit for snack time. The childminder is highly effective at supporting children to develop their physical skills and encourages children to acquire excellent hygiene skills from a young age. All children are conscientious and exceptionally at ease in the childminder's care.

### Outcomes for children are good

Children gain the skills they need for their future learning and make good progress in relation to their starting points. They develop their physical skills and demonstrate good control and coordination. For example, children enjoy using fishing lines to hook the plastic ducks out of the water. They learn to value and respect the differences between themselves and others. Children develop good independence skills and are well prepared for the next stage in their learning, such as their eventual move on to nursery or school.

## Setting details

<b>Unique reference number</b>	EY389614
<b>Local authority</b>	Medway
<b>Inspection number</b>	10060554
<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 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	13
<b>Date of previous inspection</b>	21 January 2015

The childminder registered in 2009 and lives in Rainham, Gillingham, Kent. She provides care from Monday to Friday, from 7 am to 6 pm, for most of the year. The childminder holds a relevant early years qualification at level 3. She receives funding to provide free early education for children aged two years.

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