

Childminder report

Inspection date	22 August 2018
Previous inspection date	30 November 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 kind and caring childminder has built secure attachments with the children. This helps children to develop their confidence and build on their emotional and physical well-being.
- The childminder is a good role model and children are well-behaved, very polite and automatically use good manners.
- Children make good progress from their starting points. The childminder uses observations and assessments to plan a range of interesting activities based on the children's current interests and development. She monitor children's level of achievement to help ensure there are no gaps in their learning.
- Partnerships with parents are good. The childminder works closely with parents and they are complimentary about her service. Parents make positive comments, such as 'children have lots of fun' and 'through good communication we find out what our children have been doing'.
- The childminder is committed to improving her practice. She involves parents in reviewing her provision and making plans for future improvement.

It is not yet outstanding because:

- At times, children do not have opportunities to extend their understanding of the similarities and differences in the world beyond their own experiences.
- Younger children, on occasions, are unable to access freely the toys and resources they would like to use, to enable them to easily follow their own curiosity and current interests.

What the setting needs to do to improve further

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

- create more opportunities for children to learn about the differences between people, languages and cultures beyond their own
- review the accessibility of resources, to allow children more opportunities to make choices and follow their own interests and curiosity.

Inspection activities

- The inspector observed activities and the quality of the childminder's interactions with the children, indoors and outdoors, and jointly evaluated an activity with the childminder.
- The inspector looked at a range of documentation, including risk assessments, key policies and procedures, and children's records.
- The inspector had a tour of all parts of the premises used for childminding.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector discussed the childminder's self-evaluation and her plans for her practice. She took into account the views of parents through written feedback provided.

Inspector

Maxine Ansell

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder can identify the signs and symptoms of abuse and is aware of the local safeguarding procedures to follow should she have any concerns about a child's welfare. She continually assesses risks to minimise potential hazards to children within her home and when out on trips. The childminder keeps herself and parents up to date with changes and informs them of any changes in legislation, such as the General Data Protection Regulation. The childminder works in partnership with parents well. She promotes continuity of care and learning with parents as she exchanges and monitors information about their child's achievements, activities they do at home and at the setting. She reflects on her practice and seeks the views of parents and children to help continually improve the service provided. She updates her knowledge and understanding, for example, by discussing training other childminders have completed with them and researching childcare websites.

Quality of teaching, learning and assessment is good

The childminder knows the children well and uses observation and assessment effectively to plan activities to move their learning forward. She develops children's communication and language skills particularly well. The childminder engages children in meaningful conversations, extending their vocabulary, and supports them to understand and use new words. She skilfully follows the children's interests as one activity turns into another. For example, children enjoy a planned activity to develop their understanding of distance. They roll a truck and ball down a slide, and then this turns into a game of hide and seek where the childminder talks about where she is looking for the children, introducing positional language such as 'behind' and 'inside'.

Personal development, behaviour and welfare are good

Children demonstrate that they feel safe and reassured in the childminder's care. For example, they feel secure enough to engage with visitors and enjoy the childminder's reassuring cuddles when tired or hungry. The childminder is kind, patient and praises children's efforts. For example, she encourages children to persevere when trying to cut up a sandwich. Children develop good physical skills. They are active, enjoy fresh air daily, and use different equipment in the childminder's garden or at the local parks to extend their physical development. The childminder teaches children to practise good hygiene procedures. For instance, before eating or after going to the toilet, children sing a song while washing their hands that explains how to complete the procedure correctly. Children learn about healthy food as they plant, tend and harvest vegetables grown in the garden.

Outcomes for children are good

Children from a young age develop good levels of independence. They select their own games, feed themselves and put on their own shoes. Children are interested in their learning and acquire the skills needed for their progression on to school. For example, they choose books to read, turning the pages correctly and picking out details in the pictures. They extend their writing skills, such as when deciding which shapes they want to attempt to draw.

Setting details

Unique reference number	EY268754
Local authority	Kent
Inspection number	10063762
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 7
Total number of places	6
Number of children on roll	8
Date of previous inspection	30 November 2015

The childminder registered in 2004 and lives in Ashford, Kent. She cares for children Monday to Friday from 7am to 6pm, all year round. The childminder receives funding for free early education for two-, three- and four-year old children. She holds an appropriate early years qualification at level 3.

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