

Childminder report

Inspection date	22 November 2018
Previous inspection date	4 May 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

- Children are confident, settled and happy in the childminder's care. They clearly enjoy her company and happily play and explore in the childminder's home, which is organised well to enable them to follow their play choices.
- The childminder is highly effective at supporting children's early communication and language skills. For example, she clearly emphasises key words and models good language to help children enhance their understanding and speaking skills.
- The childminder works closely in partnership with other providers and settings the children attend. She shares children's next steps and progress well, to provide good continuity in children's care and learning.
- All children make good progress in their learning from their starting points.

It is not yet outstanding because:

- Although the childminder works very well with parents overall, there is slightly less emphasis on their involvement in the otherwise good evaluation of the childminder's practice.
- The childminder does not consistently give children the opportunity to respond to challenges or enhance their thinking skills effectively.

What the setting needs to do to improve further

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

- strengthen ways to engage parents when evaluating the provision, to help make relevant enhancements and further improve outcomes for children
- make the most of all opportunities to give children the time they need to think and respond to questions.

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 reviewed written feedback from parents of the children attending.

Inspector
Kimberley Luckham

Inspection findings

Effectiveness of leadership and management is good

The childminder monitors children's progress effectively, taking action to address any emerging gaps in their learning. For example, strategies to help children with their communication and language skills are implemented effectively. The childminder keeps her knowledge up to date, for instance, through training to help improve her practice. Safeguarding is effective. The childminder has a secure knowledge of her role and responsibility to safeguard children. She has a good understanding of child protection issues and is aware of the procedures to follow should she have any concerns about a child's welfare. She is vigilant in her supervision of children and alert to potential risks, such as children running and jumping indoors. She uses opportunities like these to teach children about safety.

Quality of teaching, learning and assessment is good

The childminder has a good knowledge of how children learn and develop. She makes regular observations of children's play and achievements and shares these with their parents. She uses the children's interests effectively to plan for them as individuals, to help them make good progress. Generally, the childminder effectively challenges and enhances children's knowledge throughout their experiences. As the children enjoy exploring and creating with the play dough, the childminder effectively responds to children's inquisitive questions about dinosaurs and extends their learning well. For instance, she provides clear explanations about a dinosaur's spine. She emphasises key words, such as 'spine' and 'back' to enhance children's understanding and language development. The childminder effectively enhances children's mathematical skills throughout their experiences. For example, she encourages children to count as well as consider and compare different sizes and weights.

Personal development, behaviour and welfare are good

Children form strong attachments with the childminder, who is friendly and enthusiastic. This helps to support their emotional well-being effectively. The childminder uses plenty of praise, to help encourage children's positive behaviour and confidence. Children behave well and are learning to share and take turns. The childminder promotes children's good health well. For example, she ensures that children are physically active. Children enjoy outings to the park and eating healthy snacks.

Outcomes for children are good

Children develop a good understanding of diversity beyond their immediate families. For example, the environment includes positive cultural images and dual-language text, including books and role-play resources. Children develop skills to help prepare them for the next stages in their learning, including school. Children develop good levels of self-esteem and they socialise with other children and adults at various groups in the community. Children's literacy skills are strong. The childminder regularly shares books with them and they eagerly talk about what they can see happening in the pictures and children are encouraged to predict what may happen next.

Setting details

Unique reference number	126843
Local authority	Kent
Inspection number	10063857
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	4 May 2016

The childminder registered in 1992 and lives in Paddock Wood, Kent. She offers care each Tuesday to Friday all year round. The childminder has an appropriate qualification at level 3. The childminder receives funding to provide free early years education for children aged three and four years.

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