

Childminder report

Inspection date	5 December 2018
Previous inspection date	1 October 2014

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Met	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

This provision is good

- The childminder successfully engages with parents and encourages their involvement in their child's day. For instance, she provides them with information about the activities their children take part in, to help support home learning.
- The childminder has close links with other early years providers and schools to help to provide a continuity of care and learning for children
- The childminder is clear about her role in safeguarding children. She knows the signs that might indicate a child is at risk of harm and the procedures to follow to keep them safe.
- Children form secure relationship with the childminder, who is responsive to their needs and has effective settling-in procedures in place to ensure children feel confident in her home.
- Children behave well. The childminder is a good role model and offers lots of positive praise, which helps to boost children's self-esteem.
- At times, the childminder does not give children enough time to think about what they wish to do and try things for themselves before intervening.
- Children are not always able to access a range of printed materials to further develop their interest in handling books.

What the setting needs to do to improve further

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

- strengthen the opportunities children have to do things for themselves to help develop their problem solving skills and independence.
- review and improve the experiences children have to develop an interest in literacy.

Inspection activities

- The inspector and childminder observed children engaged in an activity and the childminder explained the learning that took place.
- The inspector looked at children's development files and the childminder explained how she uses the information to plan activities for the children.
- The inspector viewed the environment and the resources provided.
- The inspector read letters of reference from parents and spoke to them to take account of their views on the service they receive.
- The inspector sampled a range of documents, including complaints and safeguarding policies and procedures.

Inspector
Sara Garrity

Inspection findings

Effectiveness of leadership and management is good

The childminder effectively supervises children to maintain their welfare. She carries out thorough risk assessments to keep the environment safe and teaches children how to identify risks to maintain their safety. For example, she reminds children to sit and not stand on their chairs. Safeguarding is effective. The childminder keeps her practice up-to-date. For instance, she completes online training and receives support from the local authority to help her develop her already good knowledge and skills. The childminder constantly reflects on the service she provides to parents to improve outcomes for children. Parents comment that they are very happy with the flexible and professional service they receive.

Quality of teaching, learning and assessment is good

The childminder carries out regular observations on the children. She consistently assesses their progress and uses the information to plan interesting activities for the children to engage in. For instance, children enjoy using the tills as they role play shops. The childminder extends activities, such as using self-scanners in supermarkets and encouraging the children to pay for items for lunch in the local shops. The childminder successfully incorporates mathematical language into children's play. For example, she helps them to count and name shapes. Children develop good communication and language skills. For instance, the childminder makes strong use of repetition to support the correct pronunciation of words.

Personal development, behaviour and welfare are good

Children have a good range of opportunities to exercise. For instance, they have space to run around and climb in the garden as well as going to the park to use larger equipment to practise their physical skills. The childminder effectively teaches children how to lead a healthy lifestyle. For example, she supports them to grow fruit and vegetables in the garden, which they get to try at meal times. Children gain a good awareness of their local community and of the diverse world in which they live. For instance, the childminder takes them to the library and a variety of other groups, which helps them to develop their social skills as they interact with others.

Outcomes for children are good

Children make good progress from their starting points. They enjoy exploring activities and investigating. For instance, they recognise the colours of the play dough and mix them together to make new colours. Children develop their imagination and storytelling. For example, they explain what is happening to the characters they have hidden in the play dough. Children learn to value and respect the differences between themselves and others. They gain the skills that they need in preparation for the next stage in their learning, such as nursery or school.

Setting details

Unique reference number	EY428253
Local authority	Kent
Inspection number	10083431
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 - 8
Total number of places	6
Number of children on roll	2
Date of previous inspection	1 October 2014

The childminder registered in 2011 and lives in Margate, Kent. There are several steps at the front and rear of the house. The childminder operates from Monday to Friday, from 7am to 7pm, for most of the year. She receives funding to provide free early education for children aged two-years.

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