

Childminder report

Inspection date	5 December 2018
Previous inspection date	17 August 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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

- Partnerships with parents are positive. Parents are pleased with their level of involvement in their children's learning and assessment. They appreciate the range of activities offered, particularly the outdoor environment.
- The childminder uses effective assessment systems to monitor the progress children make and to identify their developmental needs. She shares this information with parents well so that they can continue their children's learning at home. The childminder agrees children's starting points with parents and follows these with regular observations and planned activities to ensure that children make progress. Children make at least typical progress.
- Links with other settings, including school, are effective. The childminder works with staff in other settings, as well as parents, to ensure that information about children's learning and development is shared and this supports a consistent approach.
- Relationships between the childminder and the children in her care are positive. The childminder supports children's independence and this helps them to develop self-confidence. Children behave well.
- The childminder does not routinely provide children with a wide range of accessible resources to support their mark making.
- Children are not consistently given sufficient opportunities to develop their understanding of the similarities and differences between the people of the world.

What the setting needs to do to improve further

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

- provide an accessible, wide range of resources for children to practise their mark making
- develop children's understanding of the similarities and differences between the people of the world.

Inspection activities

- The inspector toured the parts of the premises used for childminding.
- The inspector sampled the documentation relating to the management of children's behaviour and their safety.
- The inspector and the childminder discussed her practice, and how she plans to make improvements.
- The inspector took account of written comments made by parents about their children's learning.
- The inspector examined the records of children's progress.

Inspector

Jill Thewlis

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a clear understanding of the signs and symptoms of abuse, the procedures to follow, and the people to contact, if she has suspicions that a child may be at risk of harm. The childminder reflects on her practice and identifies areas for improvement. For example, she has undertaken training to improve her assessment of children's progress and plans to reorganise the resources to further promote children's independence. Children with special educational needs and/or disabilities are appropriately supported, sometimes through the expertise of external professionals. The childminder checks the progress of children at regular intervals and where there are gaps in learning, she provides activities to address these and this helps to support children's progress.

Quality of teaching, learning and assessment is good

The childminder is effective in supporting children's communication and language skills. She talks to children in a clear voice and allows them time to make their responses. Young children begin to develop problem-solving skills. For example, they try to complete puzzles and recognise different animals, making the appropriate noises. The development of children's imaginations is effectively supported. For example, they enjoy dressing up in rabbit costumes and 'hop' around the room. Children take their 'babies' for a walk in the buggy, demonstrating an understanding of the needs of others. The childminder supports children's development of early mathematical skills. For example, she talks to children about the different sizes of balls they use to knock skittles over.

Personal development, behaviour and welfare are good

Children are happy in the environment. The childminder laughs and chats with children and this helps to support their self-confidence. The childminder works with parents to support children's independence. For example, together, they help children to learn how to use the toilet. The childminder provides effective support for when children move on to other settings. For example, she encourages them to say hello to teachers and other members of the school community. Young children learn to feed themselves and to use simple tools, such as cutlery. Children have regular opportunities for physical development as they explore the outdoors in the fresh air. Children learn how to take turns effectively. For instance, they take turns to roll a ball between themselves and the childminder and to play skittles.

Outcomes for children are good

Children are well prepared for the next stage of their education, including school. The childminder supports children to develop their ability to manage their personal care and hygiene. Children's early reading skills are effectively supported. For example, they enjoy sharing books with the childminder and identifying their favourite animals. Children learn to recognise simple shapes, and young children begin to count.

Setting details

Unique reference number	125734
Local authority	Kent
Inspection number	10084717
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	17 August 2017

The childminder registered in 1992 and lives in Frittenden, Kent. She operates all year round offering flexible care, Monday to Friday, except for family holidays. The childminder receives funding to provide free early education for two-, three- and four-year-old children. She holds a qualification in childcare at level 3.

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