

Childminder report

Inspection date	13 December 2018
Previous inspection date	7 March 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not met (with actions)	
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 establishes positive relationships with children and gets to know them well. This helps them settle quickly, happily and confidently into their play.
- The childminder helps keep parents involved and informed in their children's learning. For example, she shares children's achievements with them daily.
- The childminder closely monitors and tracks children's individual progress. This enables her to highlight any gaps in their development quickly and to support their continued progress.
- Children develop good skills to support their future learning. For example, they are independent and complete their own tasks with confidence.
- The childminder supports children to develop good communication and language skills. For instance, she consistently asks them thought-provoking questions and gives them time to think and then respond. Children are confident to communicate their ideas.
- Children have good opportunities to challenge their physical skills. For example, they confidently negotiate more complicated equipment, such as monkey bars and rope swings.
- The childminder does not consistently encourage children to fully understand the importance of following good health and hygiene routines.
- The childminder misses some opportunities to strengthen the partnerships with other early years professionals even further.

What the setting needs to do to improve further

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

- extend children's opportunities to fully understand the importance of being healthy and following good hygiene routines to gain even better physical well-being.
- build on the partnerships with staff at settings that children also attend to help strengthen the consistency of their shared care and learning experiences even further.

Inspection activities

- The inspector viewed the areas of the childminder's home that children use.
- The inspector observed the childminder interacting with the children.
- The inspector sampled written documentation, such as children's progress reports, policies and procedures.
- The inspector spoke with children and the childminder at convenient times.

Inspector

Kelly Hawkins

Inspection findings

Effectiveness of leadership and management is good

The childminder reviews her practice effectively. She reflects on the day's events and evaluates how well the day's activities inspired children to learn. The childminder uses her findings to support her future activity plans. Children have an active role in planning and they choose resources and activities that they wish to experience. The childminder implements these into her plans. This helps her keep children motivated to learn and they feel valued and listened to. The childminder builds on her skills and knowledge in support of her role. For example, she has attended behaviour training and learned about the different ways to support children to manage their feelings and emotions appropriately. Safeguarding is effective. The childminder has a good knowledge of the safeguarding and child protection procedures to follow to help protect children's safety and welfare. This includes knowing who to contact to raise and follow up concerns. Children learn to keep themselves and others safe. For example, they discuss how to cross the road safely and the importance of being aware of unfamiliar adults on daily walks in the community.

Quality of teaching, learning and assessment is good

The childminder helps children to prepare for their eventual move to school well. For example, children confidently count as they play interesting games, such as dominos. The childminder skilfully builds on children's interests and ideas well. For instance, children who are excited about kites in a story go on to fly kites and discuss how the wind helps them to fly. There is a good use of a wide range of places of interest to extend children's learning experiences. For example, children go to the beach to visit the lighthouse and they extend their interest of knights and princesses as they visit a castle.

Personal development, behaviour and welfare are good

The childminder is a positive role model. Children are polite and behave well. For example, children follow the rules and set boundaries and know what is expected of them. Children develop good social skills and build meaningful friendships. For example, children develop their confidence in interacting with larger groups of children when visiting child-based activities away from the home. Children gain a good understanding of other people's similarities and differences in the wider world, such as they learn about different cultural celebrations, such as Hanukkah.

Outcomes for children are good

All children, including those who speak English as an additional language, make good progress in relation to their individual starting points. Children gain good skills to support their future learning. For instance, children recognise letters and simple words and have a keen interest in a wide range of reading materials. Children have good opportunities to engage in activities that require good levels of responsibility and maturity, such as using real tools, for example, hammers and screwdrivers, to help the 'Elf' frozen in a block of ice escape.

Setting details

Unique reference number	EY246639
Local authority	Kent
Inspection number	10078188
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 - 6
Total number of places	6
Number of children on roll	3
Date of previous inspection	7 March 2018

The childminder registered in 2003 and lives in Herne Bay, Kent. She operates all year round from 7.30am to 6pm, Monday to Friday. She holds a relevant early years qualification at level 3.

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