

# Childminder report

<b>Inspection date</b>	17 December 2018
Previous inspection date	14 September 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- The childminder has made good improvements since her last inspection. She has worked with other professionals to enhance her knowledge and skills, which helps to ensure she is providing positive experiences for children. For example, new behaviour management practices help her to enable young children to learn how to manage their own behaviour well.
- Overall, teaching is good. The childminder has a strong knowledge of the interests of the children, which she uses to help her to plan and provide stimulating experiences. She consistently enables children to make choices and children benefit from the childminder's enthusiastic involvement in their play. Children make good progress in their learning.
- Children benefit from the strong and secure bonds they develop with the childminder. Children new to her care settle quickly and easily, as the childminder is kind, caring and attentive to their needs. Children feel safe and thoroughly enjoy the childminder's company. Parents comment that children 'love to come' to the childminder's home.
- Partnerships with parents are strong. The childminder works closely with parents to gather and exchange information regarding children's achievements and care needs. This helps to ensure a consistent approach.
- The childminder does not always give enough consideration to ways in which she can further support young children's emerging speech and language skills.
- The childminder does not always provide children with opportunities to explore a wide range of materials, to further enhance their investigation and exploration skills.

## What the setting needs to do to improve further

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

- focus more precisely on supporting young children to develop their early speaking and language skills even further
- extend opportunities for children to explore and experiment with a wider range of media and materials.

### Inspection activities

- The inspector viewed the areas of the premises used for childminding.
- The inspector observed the interactions between the childminder and children during play sessions and meal times.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector viewed parents' written comments regarding the childminder's practice and took these into account.
- The inspector carried out a joint evaluation of a planned activity with the childminder.

**Inspector**  
Amanda Vidler

## Inspection findings

### Effectiveness of leadership and management is good

The childminder evaluates her practice well. She considers the views and suggestions of others to help her further develop her provision and implement positive changes. The childminder seeks training opportunities, which help her to develop her knowledge and teaching skills. This also includes safeguarding training, which has given her a stronger understanding of current safeguarding issues and requirements, such as those relating to the current government legislation. Safeguarding is effective. The childminder knows the children and their families well, and she has a good understanding of the procedures to follow in regards to keeping children safe. This helps her to protect children's welfare well.

### Quality of teaching, learning and assessment is good

The childminder completes accurate observations of children in their play. She links these to information from parents, which helps her to monitor children's progress. Overall, the childminder has a good understanding of how children learn. She tailors her interactions in children's play to help to support children of all ages to practise developing new skills. For example, the childminder extends children's interest in a tea set. She provides relevant resources that enable all children to join in. Young babies enjoy copying the childminder's actions and they use their emerging physical skills to bang spoons in cups. They show excitement as they make a noise. Other children show well developed skills as they use two hands to hold and stir a spoon in a cup. They hand the cup to the childminder and smile as she enthusiastically pretends to drink the tea.

### Personal development, behaviour and welfare are good

The childminder maintains a welcoming, safe and stimulating environment. She is skilled at recognising situations when children may need extra support. She offers this in a kind and sensitive way. Children are keen to come to see her and they welcome her cuddles. For example, the childminder quickly recognises when young children become sleepy. She gives cuddles and creates a cosy, quiet space. This helps new children feel comfortable and safe, and they quickly fall asleep. The childminder is aware of the importance of outdoor experiences. She arranges daily outside play, which enables children to explore the world around them. For example, children collect leaves as they walk to the local park. They bring these back to the childminder's home to use for craft activities.

### Outcomes for children are good

Children develop and practise skills that support their progression to the next stages in their learning. For example, young children show excitement and squeal as the childminder reads simple rhymes and does the actions. As the rhyme is repeated, children show developing skills as they independently start to copy the actions. They use their hands as spiders climbing up their bodies. Babies show emerging physical skills as they start to pull themselves up and confidently stand. Children receive lots of praise, which encourages them to practise these developing skills again.

## Setting details

<b>Unique reference number</b>	EY319186
<b>Local authority</b>	Kent
<b>Inspection number</b>	10085317
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	14 September 2017

The childminder registered in 2006. She lives in Barming, in Maidstone, Kent. The childminder operates each weekday, from 7.30am to 5.30pm for 48 weeks a year.

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