

Childminder report

Inspection date	13 December 2018
Previous inspection date	7 August 2014

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 evaluates the provision and includes the views of parents and children effectively to help identify areas for further improvement. For example, she has enhanced the play space available to children to help develop their interests and exploration.
- The childminder is highly effective at supporting children's early communication and language skills. For example, she clearly emphasises key words to help children enhance their understanding and speaking skills.
- The childminder knows the children well. They feel safe and emotionally secure in her home, form good relationships with the caring childminder and build strong friendships with other children.
- Partnerships with parents are good. Parents value the bonds the childminder has with their children. They work together to provide consistent and good-quality care and early education for children.
- All children make good progress in their learning.
- The childminder does not find out all she can to help her establish children's starting points more precisely.
- Partnerships with other providers that children attend are not fully embedded to support consistency in children's learning even further.

What the setting needs to do to improve further

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

- identify more precisely what children know and can do when they first join the childminder to help fully establish children's starting points
- explore further ways of working with other providers to improve the consistency in the children's learning.

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 looked at children's records and evidence of the suitability of the childminder.
- 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 is successful in monitoring children's progress and taking action to address any emerging gaps in their learning. For example, strategies to help children with their mathematical understanding have been effective in improving this aspect of their learning. The childminder keeps her knowledge up to date, for example, through training, to help improve her practice. Safeguarding is effective. The childminder has a good knowledge and understanding of the procedures to follow to help protect all children's welfare and keep them safe. She identifies any risk in the environment and promptly addresses these effectively to ensure children play safely.

Quality of teaching, learning and assessment is good

The childminder has a good knowledge of how children learn and develop. She makes regular assessments of their play and achievements, and shares these with their parents. Generally, the childminder challenges and enhances children's knowledge and skills throughout their experiences well. For instance, as the children explore scented play dough, she encourages them to explore using their senses and make connections to the familiar scent. She introduces new words to describe the scented dough and gives clear explanations about different ways the children could manipulate the dough. The childminder enhances children's mathematical skills effectively during their learning experiences. For instance, she encourages them to count as well as consider and compare different sizes.

Personal development, behaviour and welfare are good

The childminder gives children plenty of praise and encouragement, helping to boost their self-esteem and confidence. Children are well behaved and have a good understanding of sharing and taking turns. The childminder promotes children's good health well. For example, she ensures that children are physically active during outings to the local parks and she engages the children in discussions about their healthy snacks.

Outcomes for children are good

Children learn a good range of skills that prepares them well for their next stage of education and their move on to school. For example, they enjoy practising skills that help develop early handwriting, using a range of tools to make marks throughout their play and exploration. Children develop a good understanding of diversity beyond their immediate family. For example, the environment has positive cultural images, books and role-play resources for the children to explore.

Setting details

Unique reference number	EY447014
Local authority	Kent
Inspection number	10083500
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	7 August 2014

The childminder registered in 2012 and lives in Chartham, Canterbury in Kent. She is a qualified primary school teacher. The childminder walks or drives to the local school and pre-schools to take and collect children.

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