

# Childminder report

<b>Inspection date</b>	9 January 2019
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 establishes positive relationships with children. Children have a good sense of belonging and high levels of well-being and self-esteem.
- The childminder effectively evaluates her practice. She reviews the day's events and uses her findings to support her future activity plans. Children are engaged, interested to learn and make good progress.
- The childminder develops positive partnerships with other early years professionals. For instance, she shares children's achievements with staff at other settings that the children also attend. This helps to provide children with a good consistent approach to their shared care and learning.
- Children have good opportunities to develop their mathematical skills to support their future learning. For example, they confidently count as they play.
- Children gain a good understanding about people's similarities and differences. For instance, they learn about different religions and customs, such as Jewish beliefs.
- The childminder supports children to develop good communication skills. For example, she consistently asks good, thought-provoking questions.
- The childminder misses some opportunities to strengthen the good partnership with parents and keep them even more informed and involved in their children's learning.
- The childminder does not make the most of opportunities for children to express themselves freely and to be as creative as possible.

## What the setting needs to do to improve further

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

- encourage parents to share children's achievements from home regularly to strengthen the good consistency of care and learning even further
- extend children's opportunities to explore different ways to express themselves freely and to be even more creative.

### 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 has made positive changes since her last inspection. For example, she has developed effective ways to plan new and challenging activities for children to help them remain motivated to learn. The childminder is keen to keep up to date and build on her knowledge and skills even further. The childminder carries out regular independent research and completes training that is beneficial to her practice. For instance, she has learned about the different ways to support children to develop their speaking and listening skills. Safeguarding is effective. The childminder has a good knowledge of the safeguarding and child protection procedures to follow. This includes knowing whom to contact to raise and follow up concerns and to seek additional advice. Children learn how to remain safe on regular walks, such as knowing how to cross the road safely.

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

The childminder closely monitors and tracks children's individual progress. This enables her to quickly highlight any gaps in their development and provide them with good support to help close the gaps promptly. The childminder effectively helps children to prepare for their eventual move to school. For example, children confidently recognise letters and simple words and enjoy a wide range of reading materials. The childminder builds on children's interests effectively. For example, children who are excited to 'write' a letter go on to post the letter and then eagerly wait for it be delivered. Children learn about processes and the world around them.

### Personal development, behaviour and welfare are good

Children are polite and behave well. For example, they recap the rules daily and know what is expected of them. Children develop a good understanding of the importance of healthy eating and healthy lifestyles. For instance, they have an active role in purchasing, preparing and serving healthy produce for snacks and meals, such as cabbages and raspberries. Children have good opportunities to develop their physical skills. For example, they negotiate large climbing and balancing equipment during daily trips to the park.

### Outcomes for children are good

All children make good progress in relation to their individual starting points. Children gain good abilities to support their future learning. They develop good writing skills. For example, they write their name and simple words with confidence. Children are independent and confidently choose their own play and find their own belongings. Children learn about the natural world. For example, they enjoy regular bug hunts, and use magnifying glasses to look at nature up close.

## Setting details

<b>Unique reference number</b>	EY488125
<b>Local authority</b>	Kent
<b>Inspection number</b>	10084730
<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>	4 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	14 September 2017

The childminder registered in 2015 and lives in Dartford, Kent. She cares for children Monday to Friday, from 7am to 7.30pm, all year around. The childminder holds early years professional status.

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Piccadilly Gate  
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