

Childminder report

Inspection date	21 January 2019
Previous inspection date	13 September 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 is wholeheartedly committed to providing a safe and well-organised environment for children to play and learn. Their welfare and safety are at the heart of her practice.
- The childminder uses her good knowledge of children's development and their interests to plan stimulating and challenging activities. She uses varied teaching strategies to further extend children's learning. Children make good progress from their starting points.
- The childminder forms strong bonds with children. She accommodates their individual needs and routines very well while providing a reassuring structure to the day. As a result, children are secure and happy, and their behaviour is very good.
- The childminder supports children's physical, social and communication skills very well. She uses spontaneous opportunities to teach children new concepts as they play, such as naming colours or learning new words.
- The childminder engages parents with their children's learning in innovative ways. For example, they use scrapbooks to record children's learning during their holidays.
- There is scope to increase opportunities and extend children's learning in the outdoor area, particularly for those that prefer to play and learn outside.

What the setting needs to do to improve further

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

- review opportunities to develop the outdoor area to support children's developmental needs and increase their curiosity and enjoyment, particularly for those who prefer to learn outside.

Inspection activities

- The inspector viewed all areas of the house where children play, eat and sleep.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector took parents views into account by reading their written comments.
- The inspector viewed a range of documentation including children's records, suitability checks and policies and procedures.

Inspector

Alison Martin

Inspection findings

Effectiveness of leadership and management is good

The childminder is reflective and values the views of parents and children to help her improve her practice and develop her professional knowledge. She fully understands her responsibility in keeping children safe. She knows what to do if she thinks a child's safety or welfare is at risk and how to report significant changes to her practice and/or environment. For example, she informs Ofsted of all household members so that suitability checks can be made. Safeguarding is effective. The childminder tracks children's progress accurately. She notices if children are falling behind in any areas of their learning and supports them in making better progress. She works closely with parents and other settings children attend to maintain continuity in children's care.

Quality of teaching, learning and assessment is good

The childminder closely observes what children can do and uses this knowledge to plan rich and varied activities. For example, children's physical skills are enhanced as they throw and catch balls or use them to play skittles. The childminder interacts well with children to support their communication and language skills. For instance, she gives them time to think and supports them in finding words to express their needs effectively. She teaches them to listen and take turns during conversations, such as when they talk with her on the toy telephones. She provides appealing resources to extend children's concentration and focus. For example, young children are fully engrossed as they fill and empty purses with small cards.

Personal development, behaviour and welfare are good

The childminder is a good role model for children's positive behaviour. Young children demonstrate good social skills as they laugh and play together. She supports them to share and learn to understand each other's needs. Children enjoy opportunities to be independent. For example, they help to tidy up to make space for new activities they have chosen. Children are encouraged to be healthy, such as when they are dancing or taking walks outside in the fresh air. They confidently seek the childminder's help or comfort. For example, when they are tired or excited. They learn about their similarities and differences, such as when they talk about who lives with them in their family or learn about customs and festivals, such as Diwali and Christmas.

Outcomes for children are good

Children make good progress in their learning. They develop and practice skills to support them in their future learning. For example, young children learn colours and shapes as they build towers with bricks. They show enjoyment in writing as they draw with pens on the whiteboard or make marks in playdough. They are busy, motivated and curious learners who are very sociable and friendly.

Setting details

Unique reference number	126646
Local authority	Kent
Inspection number	10079074
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	5
Date of previous inspection	13 September 2018

The childminder registered in 2000 and lives in New Romney, Kent. She works all day, Monday to Friday, throughout most of the year. The childminder holds a suitable level 3 childcare qualification.

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