

Childminder report

Inspection date	31 January 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	2
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 provides a bright and colourful environment for children. There is a range of resources, indoors and outside, suitable for children of different ages which they can independently access.
- Children enjoy learning and concentrate well. For example, they spend a long time mixing colours to paint princess models made of plaster.
- Partnerships with parents are strong. Parents comment that they like access to the online journal system. This helps them to contribute to their child's learning and keeps them up to date with their child's progress.
- The childminder makes good use of opportunities to extend children's understanding of the wider world. For example, she talks enthusiastically to children about the pigeon that has flown into the garden. Children learn about people and communities that are different from themselves. For example, they celebrate festivals from other countries and cultures, such as Chinese New Year and Diwali.
- On occasions, the childminder does not give children enough time to process their thoughts when responding to questions.
- The childminder does not make the most of opportunities for children to use their home language in the setting.

What the setting needs to do to improve further

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

- provide children with sufficient time to think about their responses to questions, to help extend their learning to the highest level
- strengthen opportunities for children to use their home language in the setting to help them make even better progress.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder and her assistants at appropriate times during the inspection.
- The childminder completed a joint observation of an activity with the childminder.
- The childminder spoke with and read written feedback from parents, and took account of their views.
- The inspector looked at relevant documentation and evidence of the suitability of assistants and persons living in the household.

Inspector

Michaela Borland

Inspection findings

Effectiveness of leadership and management is good

The childminder supports her assistants well. For example, they have a thorough induction and she meets with them regularly to discuss practice. The childminder monitors their performance to help identify any areas for development. The childminder monitors children's progress well. She liaises with outside agencies to swiftly address any emerging concerns about children's learning and development. Safeguarding is effective. The childminder and her assistants have a good understanding of the indicators that a child might be at risk of harm. They know the processes to follow if they have concerns about children's welfare. Strong self-evaluation processes, which include the views of parents and children, are used to identify any areas for improvement.

Quality of teaching, learning and assessment is good

Children are excited and motivated to learn. For example, children delight in finding animals that are hidden in a tray. The childminder helps children to develop their early mathematical skills. For example, children enjoyed counting penguins on cards and matching them to numerals. The childminder observes children at play and uses this information to plan children's individual next steps in learning. The childminder accurately reflects on activities to inform future planning. This helps to ensure activities meet the individual learning and development needs of children. The childminder regularly shares information with other settings that children attend in order to help to promote continuity of care and learning.

Personal development, behaviour and welfare are good

Children are happy, settled and enjoy being together. They develop strong bonds with the childminder and her assistants. This helps children to feel safe and secure. The childminder is a good role model for children. She consistently demonstrates and reminds children to use good manners. The childminder sets clear rules and boundaries which help children to behave well. Children are encouraged to be independent. For example, they put on their own coats and shoes to go outside. The childminder supports a healthy lifestyle. For example, she talks to children about healthy foods and the importance of wearing warm clothes when it is cold outside. The childminder gives lots of praise and encouragement as children play. This successfully promotes their emotional well-being and self-esteem.

Outcomes for children are good

Children are confident and self-assured. They develop good early writing skills. For example, they make patterns on paper using paints and carrots. Children enhance their creative skills. For example, they sing and dance to their favourite songs. Children enjoy taking part in imaginary play, such as dressing up and pretending to be princesses. Children are making good progress from their starting points. They are successfully acquiring the skills they need for the next stage in their learning, including the move to school.

Setting details

Unique reference number	EY538139
Local authority	Kent
Inspection number	10089927
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 7
Total number of places	4
Number of children on roll	22
Date of previous inspection	Not applicable

The childminder registered in 2016 and lives in Gravesend, Kent. She operates on Monday from 9am to 4pm, on Tuesday to Thursday from 7.30am to 6.30pm and on Friday from 7.30am to 6pm, all year round, except bank holidays and family holidays. On occasions, she works with an assistant.

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