

# Childminder report

<b>Inspection date</b>	12 February 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<b>2</b>
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 reflects on her practice well and understands the benefits of good self-evaluation. For example, she reviewed her knowledge of how children learn and completed training to strengthen her teaching skills.
- Children receive good support to develop their communication and language. The childminder warmly encourages discussions and children enthusiastically share detailed stories from home.
- The childminder develops close and comforting relationships with children in her care. They settle easily and go to her for cuddles when they feel tired.
- Children of all ages make good progress in their learning and development from their individual starting points.
- Partnerships with parents are good. The childminder maintains effective communication about all aspects of children's care. Parents share positive comments about the childminder's teaching and support.
- The childminder's links with other settings that children attend do not fully support continuity in their learning to help them make even more progress.
- The childminder sometimes does not make the most of opportunities to help children learn and understand about their own health.

## What the setting needs to do to improve further

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

- strengthen links with other settings that children attend to create greater continuity in their learning in order to help them make even more progress
- develop further support for children to learn more about what affects their own health.

### Inspection activities

- The inspector read written feedback from parents and took their views into consideration.
- The inspector observed the quality of teaching and assessed the impact on children's learning.
- The inspector jointly observed an activity with the childminder and discussed children's learning.
- The inspector reviewed the childminder's policies and procedures, and children's learning records.

#### Inspector

Sarah Taylor-Smith

## Inspection findings

### Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. The childminder has a secure understanding of how to keep children safe. For example, she has attended training and knows what signs might mean that a child is at risk from serious harm, including from extreme views. The childminder knows the action to take if she has concerns about children's welfare. Children's progress is closely monitored, and the childminder is aware of their strengths and areas they need further support. She shares these with other agencies and parents to give a good overview of children's development.

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

The childminder has a good understanding of how to plan activities that challenge and enable children to learn new skills. She carefully considers children's needs and individual learning styles to create activities of personal interest. Children are motivated to explore. For example, older children practise their hand control when they use tongs to move spaghetti to uncover hidden toys. They further develop this and add pots and pans, excitedly exploring the texture with their hands. Children enjoy role play. For instance, the childminder playfully pretends to eat different food and the children giggle as they chat to her about what they think it might be.

### Personal development, behaviour and welfare are good

Children have good opportunities to socialise, learn to consider others and behave well. For example, they visit a toddler group and make friends at a weekly music session. They vividly remember their favourite songs and younger children begin to dance and join in. The childminder enables children to learn about people in the wider world, such as through festivals and celebrations. Children are confident to make independent choices in their play. For example, children of all ages help themselves to well-organised and accessible resources. The childminder provides healthy meals and supports children to have good opportunities to play outside. This helps them to develop an understanding of healthy lifestyles.

### Outcomes for children are good

Children are well prepared for their next stage of learning at pre-school or school. They confidently use numbers during play, such as to identify the numbers on the clock. Children develop their independence skills, for instance, by cutting up snacks for themselves and the younger children. Friendships between children of all ages develop well. For example, they look forward to who is coming to play at the childminder's home the following day.

## Setting details

<b>Unique reference number</b>	EY539564
<b>Local authority</b>	Kent
<b>Inspection number</b>	10080166
<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 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	Not applicable

The childminder registered in 2016 and lives in Paddock Wood, Kent. She offers care from 7.30am to 6pm on Monday to Thursday, except for bank holidays and family holidays. The childminder has a qualification at level 3. She receives funding to provide free early education for children aged two, three and four years.

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