

# Childminder report

<b>Inspection date</b>	14 February 2019
Previous inspection date	19 August 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This is a provision that requires improvement

- The childminder does not take suitable action when she identifies children who are not making enough progress in their development. This means that not all children are supported to make the best possible progress.
- Although children listen to adults, they do not always receive enough support to learn how to manage their range of feelings when they are asked not to do something.
- The childminder does not always give enough support to quieter or less-able children to ensure they all can succeed.

### It has the following strengths

- Overall, children engage well in activities. For example, they spend a long time exploring rice and use funnels and scoops to fill up balloons. They feel the texture with interest and are keen to talk about it.
- Children are welcoming and make good relationships with each other. They play well together, such as building towers with blocks. They cooperate well as they build and learn when it is agreeable to knock them down.
- The childminder provides children with good resources to support their play. For instance, toys are easily accessible and children help themselves to toys that interest them, such as different shaped beads.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
make effective use of the information gained from tracking children's progress to ensure all children receive effective and timely support to close any gaps in their development.	08/04/2019

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

- develop the support for all children to learn to understand and manage their feelings, to contribute to their overall well-being
- strengthen the quality of teaching during activities to enable all children to have the same opportunities to succeed.

### 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 spoke to children and the childminder at appropriate times during the inspection.
- The inspector reviewed and discussed the childminder's policies and procedures and children's learning records.

### Inspector

Sarah Taylor-Smith

## Inspection findings

### Effectiveness of leadership and management requires improvement

The childminder observes children's play and development and knows what they can do. However, she does not use this information well enough when she identifies gaps in children's development. She does not seek further support for children to make good progress in all areas of learning. Safeguarding is effective. The childminder knows what to do if she has concerns about a child in her care. For example, she has attended training to extend her knowledge of specific areas of safeguarding. The childminder uses funding well to support children's individual interests and encourage further engagement in play. She works well with her co-childminder to review children's experiences. For example, they have increased the opportunities for children to physically challenge themselves with more climbing experiences.

### Quality of teaching, learning and assessment requires improvement

Sometimes, the childminder plans activities that support most-able children to achieve more. However, she does not use opportunities well enough to support younger and less-able children to have the same level of success. Children enjoy role play, based on their own experiences, to understand the world. For example, they pretend to use the telephone to call the hairdresser to have a chat. They are confident to talk to the childminder about it and use their developing vocabulary well. The childminder has appropriate partnerships with parents and other settings that children attend. For example, she completes home visits where she can, to get to know children and families before they start.

### Personal development, behaviour and welfare require improvement

Overall, children behave well and listen well to the childminder and her co-childminder. However, at times, the childminder does not provide children with further explanations to help them understand and manage their feelings. Children enjoy social meal times and eat well together. They learn about the benefits of a healthy lifestyle. For instance, the childminder takes children to play outside to have fresh air and exercise. The childminder helps children to have an effective understanding of the wider world. For example, they spend time in their local community and explore food from different countries.

### Outcomes for children require improvement

Not all children receive enough support to make the best possible progress. However, most children make suitable progress in their development. Children enjoy using books and handle them well. For example, they sit together and look through stories to have some quiet time. Children express themselves well and enjoy music. For instance, younger children begin to move and wiggle to music and watch the older children dancing. Children learn some skills to help them be ready to start school.

## Setting details

<b>Unique reference number</b>	EY290019
<b>Local authority</b>	Kent
<b>Inspection number</b>	10063770
<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 - 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	19 August 2015

The childminder registered in 2011 and lives in Maidstone, Kent. She offers care from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with her husband who is also a registered childminder. She receives funding to provide free early education for children aged two, three and four years.

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