

# Childminder report

<b>Inspection date</b>	6 March 2019
Previous inspection date	27 October 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	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 has developed strong bonds with the children. They go to her for cuddles and emotional support as well as inviting her to join in with their play.
- The childminder gives children lots of opportunities to develop good overall physical skills. For example, children enjoy riding bicycles outside or using tweezers to pick up small toys.
- The childminder regularly asks parents and children to say how they feel about her provision, for example by answering questionnaires. She uses their views to inform improvements to her provision. For example, she has recently upgraded fencing outdoors to maintain children's safety.
- The childminder works well with her co-childminder. They use their knowledge of what children enjoy doing to plan and provide interesting and varied activities across all areas of their learning.
- The childminder is a good role model for children's positive behaviour. Children are consistently polite as they share and take turns without needing adult help.
- Sometimes, the childminder misses opportunities to develop children's skills in solving problems or thinking about different ways of trying something new.
- Strategies to engage all parents more fully in their children's learning at home and in the setting are not fully embedded.
- The childminder does not identify additional opportunities where she can build upon her skills even further.

## What the setting needs to do to improve further

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

- increase opportunities to challenge children's thinking and extend their early mathematical skills in problem-solving
- explore further ways to actively encourage parents to share information about their children's learning and to support them in helping their children to make even better progress at home
- focus more precisely on enhancing professional development to raise the quality of teaching even further.

### Inspection activities

- The inspector viewed all the areas of the premises used for childminding.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector took parents' views into account by speaking with them and reading their written comments.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector viewed a range of documentation, including children's records, policies and procedures.

### Inspector

Alison Martin

## Inspection findings

### Effectiveness of leadership and management is good

The childminder evaluates her provision and identifies areas to develop in the environment in her written improvement plans. She has a good understanding of her responsibilities in keeping children safe. For example, she has thorough risk assessments in place to ensure children's safety when they are away from her home. She knows what to do if she suspects a child is in danger of harm or neglect. Safeguarding is effective. The childminder monitors children's learning and quickly notices if a child is not making expected progress. She works closely with other professionals, such as those in other settings children attend, in order to maintain consistency in children's care.

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

The childminder knows children well. She plans activities that she knows they will enjoy, such as playing with toy animals or drawing. As a result, children concentrate well and focus their attention as they play. They are supported to develop very good communication and language skills. For example, older children eloquently describe characteristics in a person's face while playing a guessing game. The childminder reads books to the children and encourages them to share their own stories with her. They learn about differences and similarities as they talk about their lives. The childminder plans creative ways to teach children about festivals and customs. For example, children enjoy making cakes with the play dough as they learn about Mother's Day.

### Personal development, behaviour and welfare are good

Children demonstrate strong attachments to the childminder. They are very happy and sociable. The childminder encourages them to keep themselves healthy. She uses spontaneous opportunities, for example when children are making dough shapes, to remind children about healthy foods. Children have opportunities to exercise as they run, climb, swing and dig outside. The childminder supports children to investigate and discover aspects of the natural world. For example, they learn how the wind turns a toy windmill. They enjoy regular trips to explore the local area, such as when they go to the local park.

### Outcomes for children are good

Children make good progress in their learning. They develop good skills and attitudes to support them in their future learning, including when they go to school. For example, older children practise writing the letters in their names. They hold the pencil well and demonstrate good control. Children competently count to 20 as they line up objects in the garden. Younger children practise independence skills, such as using a spoon to feed themselves breakfast. Children respect one another and learn to accommodate the needs of others. For example, they work together to sort items into colour groups.

## Setting details

<b>Unique reference number</b>	EY246325
<b>Local authority</b>	Kent
<b>Inspection number</b>	10063757
<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>	1 - 8
<b>Total number of places</b>	3
<b>Number of children on roll</b>	20
<b>Date of previous inspection</b>	27 October 2015

The childminder registered in 2003. She lives in Northfleet, in Gravesend, Kent. The childminder works from 7am to 6pm from Monday to Friday and on Saturday or overnight by arrangement. She works all year except bank holidays and family holidays. She receives funding for the provision of early education for three- and four-year-old children. She works alongside a co-childminder.

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