

Childminder report

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| Inspection date | 13 March 2019 |
| Previous inspection date | 19 October 2015 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | 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 develops her practice well and has a positive approach to furthering her professional skills. For example, she has recently developed the natural resources for children to use in play. As a result, the childminder has observed children having a greater engagement in play and they feel more confident to try new things.
- The childminder places a high emphasis on good support for children's well-being. She accurately risk assesses her setting to keep children safe. Children settle easily in her care and build good relationships with her.
- Children understand and enjoy choices they have during the day. For example, the childminder supports them to vote and choose whether they would like apples or oranges as part of their lunch.
- The childminder supports children well to learn about the similarities and differences between themselves and other people. For example, children make self-portraits and the childminder uses these good opportunities to talk positively about the difference in children's features.
- The childminder does not always consistently share more detailed information about children's learning with parents and staff at other settings that children attend. Sometimes, continuity in children's learning is not fully promoted to help children make the best possible progress.
- Sometimes, the childminder does not consider further ways to support children to be independent.

What the setting needs to do to improve further

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

- strengthen the partnership working with parents and staff at other settings that children attend in order to create greater continuity to help them make even more progress
- provide more support for children to be independent.

Inspection activities

- 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 discussed the childminder's self-evaluation, and reviewed policies and procedures and children's learning records.

Inspector

Sarah Taylor-Smith

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a secure knowledge of the signs that could mean a child is at risk of harm. She knows her responsibility to keep them safe and the action to take if she has concerns about their welfare. The childminder evaluates her practice well to identify areas to improve. For example, she gives parents opportunities to feed back information on what she could do, and has discussions with other childminders to get new ideas. The childminder occasionally works with an assistant. She gives her assistant updates about developments within her setting to support her knowledge for when they work together.

Quality of teaching, learning and assessment is good

The childminder has a secure knowledge of children's individual development. She reviews their learning regularly to help identify children's strengths and areas where they may require further support. The childminder plans activities effectively to help children to catch up. She refers parents to other professionals to provide further information where needed. Children enjoy stories with the childminder to extend their language and literacy development. For example, children delight in the opportunity to choose books from the library to take back to the childminder's house. The childminder supports children's communication development well. For example, she gives children time to talk as they play and she role models language.

Personal development, behaviour and welfare are good

The childminder supports children to have good opportunities to learn how to be healthy. For example, she ensures that they have regular time outside and enjoy healthy meals and snacks. Children learn about how to keep themselves safe and behave well. For instance, they listen well to the childminder, who gives them good support to safely cross the road on the way to and from pre-school. The childminder plans to give children positive learning experiences outside of her home. She considers the needs of each child and carefully chooses appropriate toddler groups to take them to. For example, children like getting messy with paint and slime.

Outcomes for children are good

All children make good progress in their learning and development. Young children are eager to explore early mark making, such as when they draw and rub their crayon to make marks on paper. Children enjoy each other's company and play well together. For example, older children chat and giggle at each other as they play around with words. Children confidently move around the childminder's home and understand the routines. They develop essential skills to help them be ready to start school.

Setting details

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| Unique reference number | EY289158 |
| Local authority | Kent |
| Inspection number | 10063769 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 1 - 4 |
| Total number of places | 6 |
| Number of children on roll | 5 |
| Date of previous inspection | 19 October 2015 |

The childminder registered in 2004 and lives in Minster, in Sheerness. Kent. The childminder has a relevant qualification at level 3. Childcare is offered from 6.30am to 6pm, six days a week, all year round. The childminder receives funding to provide free early education for two-, three- and four-year-old children.

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