

# Childminder report

<b>Inspection date</b>	2 April 2019
Previous inspection date	4 February 2016

<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

- Children are happy and settled in the childminder's care. They have good relationships with the childminder, who is sensitive to their individual needs and meets these well. She provides a welcoming, well-planned environment where children play happily.
- The childminder supports children's independence skills well and helps prepare them for starting school. For example, she encourages them to choose activities and resources themselves and put on their own shoes and coats.
- Partnerships with parents are strong. The childminder keeps parents well informed, for instance, by using a daily diary. She encourages parents to share what their children learn at home, to help ensure a consistent approach.
- The childminder reflects on her practice well. She has an accurate understanding of her strengths. She identifies ongoing areas to improve, which has a positive impact on children's experiences. For instance, she successfully inspired children to show an interest in books by reorganising the book area and planning activities around their favourite stories.
- The childminder observes children closely and assesses their development. However, the next steps she identifies for children's learning are not always precise enough to help them make the best possible progress.
- The childminder has not fully developed opportunities for children to learn about people and communities beyond their immediate experience, to help extend their awareness of diversity and the wider world.

## What the setting needs to do to improve further

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

- strengthen the use of assessments to identify precise next steps for children's learning, to further accelerate their progress
- provide children with more opportunities to develop their awareness of people and communities outside of their immediate experience.

### Inspection activities

- The inspector observed children taking part in activities and assessed the impact on their learning.
- The inspector talked to the childminder about her practice and children's learning and development, and evaluated activities with her.
- The inspector sampled records, including the childminder's self-evaluation and some of the children's learning journals.
- The inspector looked around the areas of the home used for childminding.
- The inspector read questionnaires and letters from parents and took account of their views.

### Inspector

Rebecca Khabbazi

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a good understanding of her responsibilities towards the children in her care. She knows how to recognise and report any concerns about a child's welfare. She checks her home thoroughly to help minimise any hazards and ensure children can play safely. The childminder is motivated to continually develop and improve her provision. She seeks regular feedback from parents and children to help her evaluate what she does. She makes good use of links with other childminders and online resources to keep her knowledge and skills up to date. For instance, the childminder found an online behaviour management workshop helpful in reflecting on how she encourages children to behave well.

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

The childminder knows children well. She monitors their progress and provides a wide variety of activities based on a good understanding of their interests and needs. The childminder successfully supports children's communication and language skills. For example, children eagerly join in conversations and repeat new words. She gives children plenty of time to explore and experiment. For instance, children became engrossed in trying different ways of using guttering and pieces of wood. The childminder makes good use of spontaneous learning opportunities as children play, such as encouraging children to sound out the letters in their name during a ball game. She supports children's early mathematical skills well. For instance, she points out numbers in the environment and helps them use rulers to measure objects.

### Personal development, behaviour and welfare are good

The childminder has effective procedures that help new children settle well. For instance, she finds out as much as she can about them before they start and makes sure she follows their home routines. The childminder acts as a good role model. She is calm, kind and patient and offers children gentle reassurance and lots of praise. Children behave well and show concern for their younger friends. The childminder teaches them useful skills and knowledge to help them stay healthy and safe. For instance, they think about whether the toys are safe on the floor and know they need to wash their hands before they eat. Children enjoy being active and play outside every day.

### Outcomes for children are good

Children grow in confidence and independence. They make choices and decisions about what to do and where to play. Younger children explore their environment freely and practise their physical skills. Older children enjoy taking responsibility for simple tasks, such as tidying the toys away. Children communicate well and clearly express their wishes and needs. They have good social skills and learn to share and wait patiently for their turn. Older children count confidently and recognise some letter sounds. They take part in a wide variety of outings and activities that help broaden their experiences. Children make good progress and quickly acquire the skills they need for their future learning.

## Setting details

<b>Unique reference number</b>	EY425775
<b>Local authority</b>	Kent
<b>Inspection number</b>	10074759
<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>	4
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	4 February 2016

The childminder registered in 2011 and lives in Ashford, Kent. She operates all year round from 8am to 5.45pm, Monday to Thursday. The childminder provides funded early education for two-, three- and four-year-old children. She holds a relevant qualification at level 4.

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