

# Childminder report

<b>Inspection date</b>	9 April 2019
Previous inspection date	20 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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The childminder builds and maintains good partnerships with parents and keeps them involved in their children's learning. For instance, she regularly shares activity ideas to experience at home, such as a recipe to bake blackberry crumble.
- The childminder establishes outstanding relationships with children and gets to know their personalities exceptionally well. Children have extremely high levels of self-esteem.
- The childminder helps children to develop very good communication skills. She consistently asks them excellent open-ended questions to extend their vocabulary.
- Children have good opportunities to develop their early reading skills, to support their future learning. They recognise letters and simple words with confidence.
- The childminder uses a wide range of places of interest, to extend children's learning experiences. For example, they visit the beach, farms and castles.
- The childminder effectively communicates with other early years professionals. For example, she regularly shares children's achievements with staff at settings children also attend. This helps provide them with a good, consistent approach to their learning.
- The childminder does not make the most of opportunities to develop children's interest and skills in mathematics as they play more extensively.
- The childminder does not provide enough opportunities to extend children's interest and skills in technology even further.

## What the setting needs to do to improve further

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

- extend opportunities for children to develop their mathematical skills as they play, to support their future learning even further
- build on children's interest and skills in technology and how things work.

### Inspection activities

- The inspector viewed the areas of the childminder's home that children use.
- The inspector observed the childminder interacting with the children.
- The inspector sampled written documentation, such as children's progress reports, and policies and procedures.
- The inspector spoke with children and the childminder at convenient times.

#### Inspector

Kelly Hawkins

## Inspection findings

### Effectiveness of leadership and management is good

The childminder effectively reviews her practice. She evaluates daily events and uses her findings to support her future activity plans. This helps her to keep children engaged and interested to learn. The childminder is keen to build on her knowledge and skills even further and keeps up to date with early years information. She carries out her own independent reading and research and attends training beneficial to her practice. For example, she learned about the different ways to track and monitor children's progress. Safeguarding is effective. The childminder has a good knowledge of the safeguarding and child protection procedures to follow, to help support children's safety and welfare. Children learn how to keep themselves and others safe. For instance, they regularly practise exiting the building calmly and quickly in the event of a fire.

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

The childminder closely monitors and tracks children's individual progress. This supports her to quickly highlight any gaps in their development. She provides children with good support to help them catch up on their learning. The childminder supports children to prepare for their eventual move to school well. For instance, children are independent and learn how to do up their coats and put on their shoes with confidence. The childminder skilfully builds on children's ideas. For example, children who are excited by a book use a wide range of role play to bring the story and their fantasies alive.

### Personal development, behaviour and welfare are outstanding

Children's behaviour is impeccable and they are exceptionally polite. Children develop extraordinarily good social skills. For example, they are extremely happy to play together and listen intently to each other's ideas. Children have excellent opportunities to learn about the importance of healthy eating. They are fascinated when picking their own fruits to make fruit crumbles, such as apples and berries. Children develop outstanding physical skills. For instance, children participate in 'pulse raisers' exercise. They discuss and compare heart rates and pulse rates before and after exercise. They carry out regular checks to ensure that their posture is healthy. Children develop an excellent level of respect and understanding of other people's similarities and differences. For example, they visit different places of religious worship, such as the mosque.

### Outcomes for children are good

All children make good progress in relation to their individual starting points. Children gain good skills to support their future learning. They confidently write their name and simple words. Children have very good levels of empathy and they enjoy regularly visiting the elderly to share activities and stories with them. Children are creative and make interesting three-dimensional models, such as wooden spoon puppets.

## Setting details

<b>Unique reference number</b>	160776
<b>Local authority</b>	Medway
<b>Inspection number</b>	10071663
<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 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	15
<b>Date of previous inspection</b>	20 October 2015

The childminder registered in 2001 and lives in Gillingham, Kent. The childminder minds children Monday to Friday, from 7am to 5pm, term time only. However, she provides care in the holidays with prior arrangement. The childminder receives funding to provide free early education for children aged three years. The childminder holds a relevant early years qualification at level 3.

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