

# Childminder report

<b>Inspection date</b>	9 April 2019
Previous inspection date	2 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 knows children well and has a good understanding of what they can do. She reviews their learning regularly, to identify any gaps in their development early.
- Children receive good support to develop their language skills. For example, the childminder attentively listens to young children's babble and words. She responds appropriately, to help value children's early communication efforts.
- The childminder effectively supports children to learn about healthy lifestyles. For example, she supports children to play in the fresh air and provides them with the opportunity to practise their early walking skills outside.
- Children make good progress in their learning and development. They are confident and determined. Children learn a good range of skills to help them be prepared for their next stage of learning at pre-school or school.
- The childminder's evaluation does not precisely identify clear targets for improvement to ensure greater outcomes for children.
- The childminder does not consistently consider children's individual learning styles when she plans activities to help with their further engagement in learning.

## What the setting needs to do to improve further

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

- develop the use of reflective practice and self-evaluation to identify areas for further improvement, to support even higher outcomes for children
- refine how activities are planned to ensure they fully support children's individual learning styles.

### 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 the childminder's policies and procedures and children's learning records.

#### Inspector

Sarah Taylor-Smith

## Inspection findings

### Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. The childminder is confident in her knowledge of signs that may affect children's welfare. This includes signs that a child may be at risk of being exposed to extreme views or ideas. The childminder risk assesses well to keep children safe. For example, she changed the route she walks to school and has good discussions with children about the safe rules of the walk. Partnerships with parents are good. The childminder shares good information about children's care and learning. For instance, she takes time to have in-depth discussions about children's development and parents appreciate the information she provides. The childminder keeps her knowledge up to date, such as through discussions with other professionals and with personal research and reading.

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

The childminder finds out good information from parents before children start, such as their backgrounds and health needs. This helps her understand children as they settle in her care and know what support to provide. Children enjoy learning about nature. For example, they are intrigued by the feel of soil as they fill a container and plant beans. The childminder helps children to explore technology and early mathematical ideas. For instance, she role models how to use the electronic shape sorter and explains to children why the shapes might not fit all the holes. The childminder helps children to learn about themselves well. For example, she playfully helps them to find their nose and eyes.

### Personal development, behaviour and welfare are good

The childminder builds secure relationships with children, who are settled and comfortable in her care. She supports their emotional well-being effectively. For example, when they become frustrated and upset, she gently offers them explanations and a cuddle to help them manage their emotions. The childminder carefully plans opportunities for children to play with others and be sociable. For instance, she takes children to local singing and toddler groups to meet other children. Children learn about people in the wider world well, such as through cultural celebrations.

### Outcomes for children are good

Children are motivated and busy as they play and explore. For example, children are interested in small sticky notes and use pens to make marks. They are confident in handling books, for example, they look at stories and chat to themselves. Children enjoy physically challenging themselves. For instance, they try pushing themselves along in a car and balancing on a scooter.

## Setting details

<b>Unique reference number</b>	EY295732
<b>Local authority</b>	Kent
<b>Inspection number</b>	10063771
<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 - 1
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Date of previous inspection</b>	2 October 2015

The childminder registered in 2004 and lives in West Malling, Kent. She offer cares from 7am to 6pm all year round, except bank holidays and family holidays. The childminder has a level 3 qualification.

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