

# Childminder report

<b>Inspection date</b>	15 April 2019
Previous inspection date	12 May 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

- The childminder gets to know children's individual personalities well. This helps children to settle quickly, happily and confidently into their play experiences.
- Children gain good skills to support their future learning. For example, they are independent and complete their own tasks with confidence.
- The childminder uses the local environment to extend children's experiences well. For instance, they visit a wide range of places of interest, such as the farm.
- The childminder effectively reviews her practice. She evaluates the day's events and considers how well the activities engaged children in their learning. She uses her findings to support her future activity plans and keep children motivated to learn.
- The childminder establishes positive partnerships with parents and helps keep them fully involved. For instance, they regularly add to children's learning records.
- Children have good opportunities to challenge their physical skills. For instance, they explore larger climbing and balancing equipment during regular trips to the park, such as rope bridges.
- The childminder does not make the most of ways to extend children's respect and understanding for other people's similarities and differences from around the world.
- The childminder does not consistently provide children with opportunities to freely express themselves and be even more creative.

## What the setting needs to do to improve further

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

- extend children's opportunities to respect and understand other people's similarities and differences outside of their own religious beliefs and communities
- build on children's opportunities to explore different ways to be creative and express themselves more freely.

### 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 establishes positive partnerships with other early years professionals and regularly communicates with them. For example, she shares ideas with other childminders to help develop her practice even further. The childminder is keen to build on her knowledge and skills and keep up to date with new early years information. For instance, she carries out independent reading and research. She implements new ideas into her practice to keep children interested in their new experiences. Safeguarding is effective. The childminder has a good knowledge of the safeguarding and child protection procedures to follow to help protect children's safety and welfare. Children learn how to remain safe. For example, they learn how to cross the road safely when they are on walks in the environment.

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

The childminder closely monitors and tracks children's individual progress. This enables her to highlight any gaps in their development promptly. She provides children with good support to help them close the gaps and reach their full potential. The childminder effectively helps children to prepare for their future move to school. For example, children confidently count as they build with blocks. The childminder skilfully builds on children's interests. For instance, children who enjoy playing with the trains go on to experience a journey on a steam train at the local railway. The childminder supports children to develop good communication skills. For example, she reinforces the correct pronunciation of words sensitively.

### Personal development, behaviour and welfare are good

The childminder is a positive role model. Children are polite and behave well. They follow the rules and boundaries and know what is expected of them. Children develop good social skills and build meaningful friendships. If they are minded alone, the childminder takes them to other childminders or groups. This helps children build their confidence in larger groups. Children gain a good understanding of the importance of healthy lifestyles. For example, they have a good balance of opportunities to exercise or rest and engage in quieter activities. They independently follow good health and hygiene routines.

### Outcomes for children are good

All children make good progress in relation to their individual starting points. They gain good skills to support their future learning. Children give meanings to marks they make as they chalk on the path in the garden. They enjoy a wide range of books and bring the stories alive with puppets. Children learn about the natural world around them. For instance, they talk about the weather and enjoy listening to the sounds that they can hear in the environment, such as wooden wind chimes.

## Setting details

<b>Unique reference number</b>	126354
<b>Local authority</b>	Kent
<b>Inspection number</b>	10072348
<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>	2 - 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Date of previous inspection</b>	12 May 2016

The childminder registered in 1994 and lives in Ashford, Kent. She operates each weekday from 8am until 6pm, all year round.

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Piccadilly Gate  
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Manchester  
M1 2WD

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