

# Childminder report

<b>Inspection date</b>	15 April 2019
Previous inspection date	30 November 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 monitors children's progress effectively, taking action to address any emerging gaps in their learning. For example, strategies to help children in their social skills are implemented and effective.
- The childminder provides good support for children in their communication and language skills. For example, she emphasises key words within her interactions to help enhance children's understanding and speaking skills, in particular for those who speak English as an additional language.
- Children have good opportunities to be physically active. The childminder provides a wide range of equipment for children of all ages to physically express and challenge themselves. For example, the younger children enjoy ride-on and push-along toys while the older children enjoy the challenge of the large climbing frames.
- Children develop a good understanding of diversity beyond their immediate family. For example, the environment has books and role-play resources for the children to explore.
- All children and babies make good progress in their learning from their starting points.
- The childminder does not consistently manage daily routines effectively. Children sometimes wait for periods of time and their learning is not fully supported at these times.
- The childminder has not fully developed her partnerships with parents to help support greater continuity in their children's learning and development.

## What the setting needs to do to improve further

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

- review and develop daily routines to reduce waiting times for children and ensure that they are supported effectively in their learning at these times
- develop the good partnerships with parents to help support children's continuity of learning even more precisely.

### Inspection activities

- The inspector observed children during their play and learning experiences.
- The inspector observed children and the childminder interacting and discussed children's learning and development.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector looked at children's records and evidence of the suitability of the childminder.
- The inspector reviewed written feedback from parents of the children attending.

#### Inspector

Kimberley Luckham

## Inspection findings

### Effectiveness of leadership and management is good

The childminder evaluates the provision effectively, and includes the views of parents and children, to help identify areas for further improvement. For example, she has increased resources to help enhance the young children's creativity. The childminder successfully works in partnership with her co-childminder and other providers that children attend to meet the children's needs effectively. Safeguarding is effective. The childminder keeps her safeguarding knowledge up to date, for example, through training and has a good understanding of the procedures to follow to help protect all children's welfare and keep them safe. She identifies any risks in the environment effectively, and promptly addresses these to enable children to play safely.

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

Comments from parents show how much they value and appreciate the good care and learning opportunities the childminder provides for their children. The childminder identifies children's next steps in learning and uses these to inform her planning. She challenges and enhances children's knowledge and skills throughout their experiences well. For instance, as children creatively explore chalk and the marks that they can make, they engage in conversation with the childminder about how they have created dinosaurs. She challenges children to identify some of the different types of dinosaurs and gives clear explanations to enhance their learning about other dinosaur names and some dinosaur characteristics. The childminder enhances children's mathematical skills during their learning experiences effectively. For instance, she encourages children to consider and compare different sizes.

### Personal development, behaviour and welfare are good

The childminder gives children and babies plenty of praise and encouragement, which helps to boost their self-esteem and confidence. She promotes children's good health well. For example, she provides nutritious meals and engages children in discussions about healthy food choices. This helps to enhance their understanding and awareness of healthy eating. The childminder promotes good behaviour effectively, and children are gaining a good understanding of sharing and taking turns.

### Outcomes for children are good

Children develop skills to help prepare them for the next stage in their learning, including school. For example, they enjoy giving meaning to the marks that they make with a range of different tools and resources. Children's early literacy skills are enhanced effectively. Children and babies play cooperatively. Children are kind and considerate and enjoy supporting babies in their play.

## Setting details

<b>Unique reference number</b>	EY350192
<b>Local authority</b>	Kent
<b>Inspection number</b>	10063786
<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 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	22
<b>Date of previous inspection</b>	30 November 2015

The childminder registered in 2007 and lives in Sittingbourne, Kent. She works with a co-childminder. The childminder operates Monday to Friday from 7am to 6pm all year. She receives government funding for the provision of free early education for children aged three and four years. The childminder holds a relevant early years qualification at level 3.

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