

Childminder report

Inspection date	15 April 2019
Previous inspection date	30 November 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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 uses self-evaluation accurately to develop her practice and raise the quality of the service she is providing. For example, she has increased the opportunities older children have to enhance their imaginative play in the outdoor area effectively.
- Children, and particularly babies, develop warm, playful relationships with the childminder. They enjoy her company and show how secure and comfortable they feel in her care.
- The childminder gives children and babies plenty of praise and encouragement, which helps to boost their self-esteem and confidence.
- Parents value the good-quality care their children receive. They provide very positive feedback about the care and education provided by the childminder.
- The childminder enhances children's mathematical skills effectively. For instance, she encourages children to count, as well as consider sizes and recognise numbers within their play and learning experiences.
- All babies and children make good progress in their learning from their starting points.
- The childminder does not find out all she can to help her establish children's starting points quickly and precisely.
- The childminder has limited resources for babies to freely explore and develop their senses.

What the setting needs to do to improve further

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

- identify more rapidly and precisely what children know and can do when they first join the setting
- provide a wider range of resources that promote babies' sensory exploration.

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 values professional development to maintain and build on her good standards of care and teaching. For example, she researches ideas and networks with other early years professionals to enhance children's learning, such as how to support their creative play. The arrangements for safeguarding are effective. The childminder ensures that her safeguarding knowledge is current, for example, through completing training and accessing information online. She is aware of the signs of abuse and neglect, and her duty to prevent children being drawn into situations that put them at risk. She knows the local referral procedures to follow if she is concerned about a child. The childminder successfully works in partnership with her co-childminder to meet the children's needs effectively.

Quality of teaching, learning and assessment is good

The childminder closely monitors the progress that children make. She celebrates their achievements with parents and identifies what children need to learn next. The childminder has a kind and caring approach and interacts purposefully with children during their activities. She supports children's learning and development well. For instance, children enjoy interacting with the childminder as they explore challenging puzzles such as a clock face. The childminder teaches children colour names and supports them to recognise numbers up to 12. She offers clear explanations about matching the puzzle piece numbers to ensure they fit in correctly.

Personal development, behaviour and welfare are good

Children listen and respond well to the reminders for good behaviour that the childminder uses consistently. They are learning the skills of taking turns and sharing with each other. The interactions between the babies and children and the childminder are good, and children are encouraged to choose and lead their own play. The childminder promotes children's good health well. For example, she ensures that children are physically active, with daily opportunities for outside play. Children access age-appropriate physical challenges, such as tunnels, climbing equipment and push-along toys. The childminder makes the most of opportunities to enhance children's independence skills well. For instance, children enjoy putting on their own shoes in preparation for outdoor play.

Outcomes for children are good

Babies listen to stories and hold books; this helps develop early literacy skills. Children enjoy solving simple problems as they play with interactive technology toys. They hold chalks and make intended marks in preparation for early writing. Children are well supported in their development and are well prepared for the eventual move to school.

Setting details

Unique reference number	EY438615
Local authority	Kent
Inspection number	10063824
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 10
Total number of places	6
Number of children on roll	22
Date of previous inspection	30 November 2015

The childminder registered in 2011 and provides care from the home of her co-childminder in Sittingbourne, Kent. She operates her service from Monday to Friday, from 7am to 6.30pm, all year round.

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