

Childminder report

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| Inspection date | 30 April 2019 |
| Previous inspection date | 17 September 2015 |

| The quality and standards of the early years provision | This inspection: Previous inspection: | Good Good | 2 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 forms positive relationships with children and gets to know their individual personalities well. Children have a good sense of belonging.
- The childminder establishes good partnerships with parents and keeps them fully informed about their children's learning. For example, she regularly encourages them to add to their children's learning records and share their achievements from home.
- There are good opportunities for children to develop their mathematical skills to support their future learning. For instance, children confidently count as they play.
- The childminder uses the local environment to extend children's learning experiences. They visit a wide range of places of interest, such as museums and the seaside.
- Children have good opportunities to develop their understanding of the importance of healthy eating. For example, they enjoy harvesting their own courgettes, raspberries and beetroot and take them home to enjoy with their parents.
- The childminder supports children to develop good communication skills. She consistently asks them questions to think about and they answer with confidence.
- The childminder does not provide children with consistent opportunities to develop their interest and skills in early reading more extensively.
- The childminder does not fully explore ways to help children develop an even greater understanding of other people's similarities and differences within the wider world.

What the setting needs to do to improve further

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

- build on children's opportunities to develop their reading skills to help support their future learning even further
- extend children's respect and understanding of other people's similarities and differences outside of their own communities and religious beliefs more extensively.

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, including 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 evaluates her practice effectively. She reviews the day's events with the children and considers their feedback. She uses her findings to support her future activity plans. The childminder has good links and communicates well with staff at other early years settings children also attend. For example, she shares children's progress with them regularly. This helps her to provide a good, consistent approach to children's shared care and learning experiences. The childminder is keen to build on her knowledge and skills further. For instance, she carries out regular independent research, such as visiting early years forums online. The childminder uses her learning to implement new activities and keep children interested in their learning 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. This includes knowing who to contact to raise and follow up concerns. The childminder teaches children how to remain safe on regular trips and outings. For example, children confidently explain how they must cross the road safely.

Quality of teaching, learning and assessment is good

The childminder closely monitors and tracks children's individual progress. This supports her to quickly identify any gaps in their development and provide children with good support to help catch up in their learning promptly. The childminder builds on children's interests effectively. For example, children who are excited by a story about dinosaurs, go on to complete dinosaur puzzles and discuss their different names, such as Tyrannosaurus Rex. The childminder helps children to prepare for their eventual move to school effectively. For instance, children write their name with confidence. Children are creative. They enjoy making interesting creations, such as animal masks.

Personal development, behaviour and welfare are good

Children are polite and behave well. They know what is expected of them and follow the rules and boundaries with independence. Children develop good social skills and build meaningful friendships. For example, they play happily together and take turns during group activities with high levels of maturity. Children have good opportunities to develop and challenge their physical skills. They regularly visit the parks to negotiate larger climbing and balancing equipment, such as rope ladders and climbing walls.

Outcomes for children are good

All children make good progress. Children gain good skills to support their future learning. They are independent and complete their own tasks and find their own belongings with confidence. Children have high levels of care and understanding for other living things. For example, they enjoy regular bug hunts. Children gain good hand-eye coordination, including moving items such as pom-poms with tweezers.

Setting details

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| Unique reference number | EY301251 |
| Local authority | Kent |
| Inspection number | 10063772 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 1 - 10 |
| Total number of places | 6 |
| Number of children on roll | 10 |
| Date of previous inspection | 17 September 2015 |

The childminder registered in 2005. She lives in Wouldham, Kent. She minds children Monday to Friday from 8am to 6pm, all year around. The childminder receives funding to provide free early education for children aged three and four years.

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