

# Childminder report

<b>Inspection date</b>	10 May 2019
Previous inspection date	17 February 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Good	<b>2</b> 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 encourages good levels of independence and cooperation. Children are confident and share their ideas with each other to extend their play.
- The childminder knows how to teach children's early language development. For instance, she repeats new words as children play. Children learn how to use language as they match images and words during activities. Children make good progress from their starting points.
- The childminder successfully supports children while they play. For example, she knows their stage of learning well and creates activities to help encourage their involvement and extend their development. The childminder monitors children's progress over time effectively.
- The childminder has a positive attitude to developing her practice. For example, she attends training and works with other childminders to help keep up to date with changes to guidance and legislation.
- The childminder provides a well-resourced and interesting environment, indoors and outside, which supports children to learn through play effectively. She gives them choices of what they want to do throughout the day and praises them often. Parents comment that they feel that activities are stimulating and that 'every day presents a new activity'.
- The childminder does not consistently share information with other settings children attend, to help all adults promote consistency in children's learning effectively.
- The childminder misses some opportunities to encourage all parents to contribute to assist their children's learning experiences.

## What the setting needs to do to improve further

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

- continue to develop the existing partnerships with other settings to improve outcomes for children even further
- develop further information-sharing with parents of children who attend, to support consistency in their children's care and learning.

### Inspection activities

- The inspector looked at a range of documents, including risk assessments, children's records and the childminder's policies and procedures.
- The inspector viewed the areas of the premises used for childminding, and observed the children and what they were doing.
- The inspector observed the interactions between the childminder and the children, and discussed the effectiveness of an activity with her.
- The inspector took into account the written views of parents.

#### Inspector

Anna Fisk

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder knows the children and their families well and understands how to recognise and report any behaviours which may indicate a reason for concern. She has attended training to ensure she is aware of new legislation which helps her implement positive changes to practice. The childminder considers the views of others to help her evaluate practice and she makes effective changes when required. For example, she discusses her practice with fellow practitioners to ensure her ideas remain fresh and interesting. The childminder has effective systems in place to check on children's progress, helping her identify and address any gaps in their learning.

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

The childminder checks on children's development regularly. She observes what children can do and uses this information effectively to plan challenging, age-appropriate experiences. For example, during a sorting game the childminder uses interesting ways to introduce number into the activity, supporting a child's current interest. Children play together confidently in a well-organised home. They are able to independently explore resources. Young children show developing language skills as they try to copy the language used around them, and they start to join in conversations with their peers during play. Children enjoy using the garden space to learn about nature and develop their physical skills. The childminder talks to parents regularly and shares information about their children's care needs. She provides good opportunities for children to develop their confidence and social skills, such as during outings to local parks and activity groups.

### Personal development, behaviour and welfare are good

The childminder's home is safe and secure. She supports children to develop an effective understanding of how to manage their own self-care and ways to keep themselves safe. For example, she talks to children about keeping their hands free of germs. The childminder sets simple rules and is consistently polite and respectful. Children behave well and show good social skills. For example, they chat to their friends and use simple manners without reminding. Children show developing skills as they independently start to identify numbers in the environment. Children receive lots of praise, which encourages them to practise these developing skills again. The childminder is aware of the importance of outdoor experiences. Children's good health is promoted and they enjoy daily outdoor play.

### Outcomes for children are good

All children make good progress and learn a range of skills that prepare them well for their future learning and their eventual move to school. For example, toddlers learn to balance and explore their physical movements, and develop their physical skills well. Older children learn to use words in context and develop good number skills. They learn to count and match objects accurately. All children enjoy learning how to spread their own butter onto crackers as they enjoy a sociable lunchtime routine.

## Setting details

<b>Unique reference number</b>	EY478892
<b>Local authority</b>	Medway
<b>Inspection number</b>	10076101
<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 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	17 February 2016

The childminder registered in 2014 and lives in Chatham Kent. She provides care for most of the year from 7.30am to 6pm, Monday to Friday.

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