

# Childminder report

|                          |                |
|--------------------------|----------------|
| <b>Inspection date</b>   | 17 May 2019    |
| Previous inspection date | Not applicable |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b><br>Previous inspection: | <b>Good</b><br>Not applicable | <b>2</b> |
|---|---|-------------------------------|----------|
| 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

- Children are very confident, motivated to learn and independent. The childminder uses gentle and enthusiastic support to encourage children to explore new experiences, particularly in social groups to support their readiness for school.
- Children experience a good balance of adult-led and child-initiated play. The childminder uses her expertise to engage and interact with children in order to provide extra support to extend their play, both indoors and outdoors.
- The childminder evaluates her service according to parents' wishes and children's individual needs. She adapts her service and works effectively with parents and other professionals to support children's all-round development and individual care needs.
- Children's communication and language are supported extremely well. The childminder uses questions and statements to encourage them to understand and listen. She gives them plentiful time to absorb questions and respond verbally, with expressions and gestures.
- On some occasions, children are not fully supported in their understanding that mark making can be for a purpose and that print has a meaning.
- Sometimes, children's problem-solving skills are not extended or challenged to help them further develop their thinking process.

## What the setting needs to do to improve further

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

- enhance children's mark-making experiences and physical skills to support their understanding that making marks can for a purpose and help develop pre-writing skills
- extend and challenge the more able children's problem-solving and thinking processes to help further promote all areas of learning.

### Inspection activities

- The inspector inspected the areas of the premises that are used for childminding purposes.
- The inspector looked at documentation, such as children's records, assessment records and suitability checks for members of the household.
- The inspector carried out a joint observation with the childminder.
- The inspector took into consideration the childminder's self-evaluation.

**Inspector**  
Claire Parnell

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder has up-to-date knowledge of what to do if she has a concern about a child in her care. She provides a safe, secure and welcoming environment and continuously supports children's understanding of keeping themselves safe. The childminder has a positive attitude towards continuously improving her practice. She researches information to support children with identified gaps in their development, such as speech and language. The childminder uses information from other childminders, local authority support and forums to develop her knowledge and introduce new strategies. Her partnerships with parents and other professionals are effective. She understands the importance of liaising with other agencies to provide a consistent approach to children's learning and care.

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

The childminder knows each child very well, using her observations to offer further experiences to support their development. She uses information from parents and her own observations to plan for children's next steps and to produce summaries of their progress to identify any early intervention needed. Children are constantly engaged and interested in activities and play. They access a good range of resources and take the lead in their play. The childminder uses their interests to plan exciting experiences. For example, she uses children's favourite activity of play dough to extend their understanding of shape, size and colour. The childminder uses regular daily routines, such as walking to and from other settings, to support children's understanding of the world around them. For example, looking for numbers on buses, doors and cars and learning about keeping safe when walking along the road.

### Personal development, behaviour and welfare are good

Children have very loving relationships with the childminder, showing care, compassion and how to negotiate and cooperate in their play with adults as well as their peers. Children's experiences of how to play alongside and with others are supported well. The childminder uses a variety of local groups to give children the social skills required to develop friendships and relationships. Children learn about the importance of hygiene through daily routines, such as washing their hands after nappy changes and toileting. They play outdoors every day and experience physical play through group and individual play experiences. Children make healthy choices of food and drink, helping them learn about foods that support their well-being.

### Outcomes for children are good

Children's imaginations and fantasy play are supported well. Children lead the play to demonstrate how they understand everyday activities. For example, re-enacting going to the park with baby dolls and showing an innate caring attitude towards them, such as changing their nappy, reading them stories and dressing them with care and attention. Children show a keen awareness of mathematical concepts. They sort puzzle pieces and match them to the inset puzzle spaces, describing the pictures on the piece and how these relate to other puzzle pieces. For example, naming the different fruits and finding the puzzle tray with other fruit pieces already in place.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY540566  |
| <b>Local authority</b>             | Kent  |
| <b>Inspection number</b>           | 10089806  |
| <b>Type of provision</b>           | Childminder   |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register |
| <b>Day care type</b>               | Childminder   |
| <b>Age range of children</b>       | 0 - 2   |
| <b>Total number of places</b>      | 5   |
| <b>Number of children on roll</b>  | 2   |
| <b>Date of previous inspection</b> | Not applicable                                      |

The childminder registered in 2016 and lives in Dartford, Kent. She operates Wednesday to Friday from 8am to 6pm, all year round, except for bank and family holidays. The childminder provides funded places for two-, three- and four-year-olds.

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