

# Childminder report

<b>Inspection date</b>	4 June 2019
Previous inspection date	28 January 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 establishes positive relationships with children. They are happy, settled and confident in her company. Children have a good sense of belonging.
- The childminder communicates well and establishes positive partnerships with staff at other early years settings children also attend. For example, she regularly shares children's achievements with them. This helps provide children with a good consistent approach to their shared care and learning experiences.
- The childminder supports children to develop good communication skills. They are confident to share their own thoughts. For instance, they use puppets to make up their own stories and are keen to share their ideas with their friends.
- The childminder evaluates her practice effectively. She reviews the day's events and considers how well they engaged children. She uses her findings to support her future activity plans and help keep children motivated to learn and make good progress.
- Children are polite and behave well. They recall the rules daily and fully understand what is expected of them.
- There are good opportunities for children to develop their early reading skills to support their future learning. For example, all children enjoy a wide range of reading materials and older children recognise simple words with confidence.
- The childminder does make the most out of children's opportunities to freely express themselves, to further support their creativity.
- The childminder misses some ways to strengthen the already good partnership with parents and encourage them to share their achievements from home more regularly.

## What the setting needs to do to improve further

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

- extend children's opportunities to be even more creative and express their own ideas more freely
- encourage parents to share children's achievements from home more regularly to strengthen children's good consistency of care and learning experiences even further.

### 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, such as 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 closely monitors the quality of care and teaching her long-term apprentice provides for the children. For example, she observes her interact with children and provides her with helpful advice to support her future performance. The childminder is keen to keep up to date with early years information and build on her knowledge and skills further. She carries out regular independent research. For instance, she has learned about how to plan engaging activities for children and monitor their progress more effectively. 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. The childminder teaches children how to remain safe. For example, they learn the rules of how to cross the road safely and the importance of being aware of unfamiliar adults they may see during trips and outings.

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

The childminder closely monitors and tracks children's individual progress. This enables her to quickly identify any gaps in their development. She provides children with good support to help them to close the gaps and continue to make good progress. The childminder helps children to prepare for their eventual move to school well. For instance, younger children give meaning to marks they make as they explore malleable play, such as jelly. Older children begin to form simple words by ordering magnetic letters. The childminder skilfully builds on children's interests. For example, children who have an interest in dinosaurs, go on to visit the dinosaur land at the museum.

### Personal development, behaviour and welfare are good

Children develop good social skills and build meaningful friendships. For example, they play happily together and share and take turns with resources maturely. Children have good opportunities to develop their physical skills. All children explore different ways to move, such as crawling through tunnels. They visit parks regularly and enjoy negotiating larger climbing and balancing equipment. Children have good opportunities to develop their understanding of the importance of healthy eating. For example, they grow their own produce, such as carrots, parsley and strawberries. Children gain a good understanding of other people's similarities and differences. They learn about a wide range of festivals and events traditional to other countries and cultures, such as Diwali.

### Outcomes for children are good

Children of all ages make good progress. They develop good hand-eye coordination, for example when playing hook the duck and fishing games. Children have good opportunities to learn about the natural world and explore and investigate. For example, they enjoy regular planting activities and nature hunts and are excited to watch their caterpillars grow into butterflies. Children have good levels of kindness and empathy, such as when caring for the childminder's pet dog 'Chester'. Children develop good mathematical skills. For example, they confidently count as they play.

## Setting details

<b>Unique reference number</b>	EY401667
<b>Local authority</b>	Kent
<b>Inspection number</b>	10074355
<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 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	13
<b>Date of previous inspection</b>	28 January 2016

The childminder registered in 2009 and lives in Maidstone, Kent. She works closely with an apprentice. She minds children Tuesday to Thursday, from 7.30am to 6pm, all year around. The childminder receives funding to provide free early education for children aged three years.

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