

Childminder report

Inspection date	27 June 2019
Previous inspection date	12 October 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

- Children develop well in the welcoming and stimulating environment, which is carefully organised to support their learning and development.
- Partnerships with parents are good. Parents value the bonds the childminder has with their children. The childminder works together with parents to provide consistent and good-quality care and early education for children.
- The childminder enhances young children's mathematical skills effectively. For instance, she encourages children to count, as well as consider sizes within their play and learning experiences.
- The childminder uses an effective system when monitoring the children's progress. This enables her to quickly spot any gaps in their learning and provide them with additional support if necessary. All children make at least good progress in their learning and development from their starting points.
- Children and babies are settled and happy. They develop good relationships with the nurturing and caring childminder. The childminder gives children plenty of praise and encouragement, which helps to boost their self-esteem and confidence.
- At times, the childminder does not provide children with explanations to enhance their understanding and stimulate their curiosity in their learning.

What the setting needs to do to improve further

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

- strengthen the quality of interactions with children to help enhance and extend their understanding of their learning.

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 the setting.

Inspector

Kimberley Luckham

Inspection findings

Effectiveness of leadership and management is good

The childminder evaluates the provision effectively, and includes the views of parents and children, to help identify areas for further improvement. For example, she has increased the range of reading materials she has in her setting to help enhance children's early literacy skills. Safeguarding is effective. The childminder has a good knowledge and understanding of the procedures to follow to help protect all children's welfare and keep them safe. She identifies any risks in the environment effectively and addresses these promptly to enable children to play safely. The childminder successfully works in partnership with her co-childminder to meet the children's needs effectively. For example, they attend training courses together to help improve their skills and the outcomes for children. They have successfully implemented strategies to enhance children's mathematical skills.

Quality of teaching, learning and assessment is good

The childminder makes regular assessments of children's play and achievements and shares these with their parents. She uses these well to help plan for the next steps in children's learning and development. The childminder knows children well and understands how they learn and develop. She provides exciting learning opportunities for children that follow their interests. Children are successfully engaged and motivated to learn. For instance, younger children respond positively to sand play with the childminder. They listen well and enjoy exploring what happens when the childminder adds water to the sand. The childminder provides good support for children in their communication and language skills. For example, she emphasises key words within her interactions to help enhance children's understanding and speaking skills.

Personal development, behaviour and welfare are good

Children are well behaved. They gain a good understanding of sharing and taking turns, and the childminder encourages the good use of manners. The childminder takes time to get to know the children, so they feel safe and emotionally secure. Children build strong friendships with others. The childminder encourages children to be independent. For example, they choose their toys and meet their personal and physical care needs, such as washing their hands and brushing their teeth.

Outcomes for children are good

Children learn a good range of skills that prepare them well for their next stage of education and their move on to school. For example, they enjoy practising skills that help develop early handwriting, using a range of tools to make marks throughout their play and exploration. Children develop a good understanding of diversity beyond their immediate family. For example, the childminder provides an environment with positive cultural images, including books and role-play resources.

Setting details

Unique reference number	125756
Local authority	Kent
Inspection number	10063722
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	12 October 2015

The childminder registered in 1992 and lives in Folkestone, Kent. She operates her service Monday to Thursday, from 8am to 6pm, all year round. She works with a co-childminder. The childminder holds a Foundation Degree in Early Years. She receives funding for children aged three and four years.

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