

Childminder report

Inspection date	21 June 2019
Previous inspection date	22 November 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- Teaching is good. The childminder has a strong knowledge of the interests of the children, which she uses to help her to plan and provide stimulating experiences. She consistently uses play to develop children's existing knowledge. Children benefit from the childminder's enthusiastic involvement in their play and make good progress in their learning.
- Partnerships with parents are strong. The childminder works closely with parents to gather and exchange information regarding children's achievements and care needs. This helps to ensure a consistent approach.
- The childminder supports children to develop good mathematics and communication skills. Children are extremely confident to share their ideas and the childminder consistently builds on their vocabulary, such as while making up stories.
- The childminder has a positive attitude to developing her practice. For example, she has completed further training and shares her knowledge with other childminders, which helps to keep her teaching skills strong.
- Children successfully learn about good behaviour. For example, the childminder teaches children how to care for nature to help encourage caring for others.
- The childminder does not always give enough consideration to ways in which she can further support her assistants in their ongoing development.
- The childminder does not consistently share information with other settings children attend, to help all adults effectively promote consistency in children's learning.

What the setting needs to do to improve further

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

- develop further information sharing with other settings that children attend, to support consistency in their care and learning
- focus more precisely on professional development to support the continuous development of the assistants even further.

Inspection activities

- 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 children during play sessions and mealtimes.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at a range of documentation, including planning documents and the childminder's training certificates.
- 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 has a good understanding of her role and the processes and procedures to follow regarding keeping children safe and protected. She has attended training which helps her implement positive changes to practice. For example, she has completed her foundation degree since her last inspection and continues to seek new teaching ideas. She considers the views of both parents and children to help her evaluate practice and she makes effective changes when required. For example, she considered parents' views when making decisions about children's access to online activity. The childminder implements effective systems 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 knows the children in her care very well and checks on their development regularly. She observes what children can do and uses this information effectively to provide children with numerous opportunities to develop their current understanding of number, shape and language in all activities. The childminder supports children to prepare for their eventual move to school exceptionally well. For example, children enjoy independently reading books, talking about the stories and confidently recognising some words. The childminder extends on children's ideas extremely well. For instance, when children are enthusiastic about building, they learn how to use instructions with complex diagrams to recognise the different shapes and where each piece needs to be placed. They go on to hear about roles in the community, such as architects.

Personal development, behaviour and welfare are good

The childminder maintains a welcoming, safe and stimulating environment. The childminder is aware of the importance of outdoor experiences for children's development. She arranges daily outside play, which enables children to explore the world around them. For example, children collect leaves and bugs as they walk to the local park. Children take the bugs back to the childminder's home to study and care for them. Children behave well and show good social skills. They chat confidently to the adults around them. The childminder supports children well to develop an understanding of good hygiene practices. For instance, she teaches them to wash their hands before they eat. Children have good opportunities to learn about diversity and develop mutual respect for others. For instance, they explore toys that reflect different people in the community and learn about their own and others' uniqueness.

Outcomes for children are good

Children develop well from their starting points. They are keen, active learners who enjoy simple challenges. Children enjoy learning new words as they play and are excited to join in with stories. Children confidently try new things. For example, when children bring the childminder a pencil sharpener, they persevere when shown how it works. They enthusiastically show the childminder when they successfully turn the handle and sharpen the end of the pencil. Children learn and practise skills to support the next stages in their development.

Setting details

Unique reference number	EY281721
Local authority	Kent
Inspection number	10108570
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 - 7
Total number of places	6
Number of children on roll	18
Date of previous inspection	22 November 2012

The childminder registered in 2004. She lives in Yalding, Kent. The childminder provides funded early education for children aged two, three and four. However, at present no children are receiving funding. The childminder is able to provide overnight care for up to two children.

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