

Childminder report

Inspection date	1 July 2019
Previous inspection date	4 May 2016

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

- Partnerships with parents and other professionals are good. The childminder maintains good regular contact with parents about their children's development. She ensures that she is aware of children's learning and progress in other settings that they attend and supports continuity of learning well.
- The childminder knows children well. For example, she has a secure knowledge of each child and their family. She uses this information well to support their individual needs effectively.
- Children learn a good range of skills to help them be ready for their next stage of learning at pre-school or school. They develop positive attitudes to learning and the childminder supports them to try new things. As a result, children enjoy and engage in a wide range of learning opportunities.
- The childminder provides a welcoming and stimulating environment for children. For example, children move around freely and choose toys from a good selection available to them.
- The childminder does not consistently support children to learn about a range of ways to keep themselves healthy.
- The childminder enthusiastically talks to children but, at times, she does not give them enough time to think and respond to her.

What the setting needs to do to improve further

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

- develop the support for children to learn and understand what helps to keep them healthy
- strengthen the quality of teaching and allow children time to think and respond in conversations.

Inspection activities

- The inspector read written feedback from parents and took their views into consideration.
- The inspector observed the quality of teaching and assessed the impact on children's learning.
- The inspector jointly observed an activity with the childminder and discussed children's learning.
- The inspector spoke to children and the childminder at appropriate times during the inspection.
- The inspector reviewed the childminder's self-evaluation, policies and procedures and children's learning records.

Inspector

Sarah Taylor-Smith

Inspection findings

Effectiveness of leadership and management is good

The childminder reviews her practice effectively and gains the views of parents to help her improve further. She recently identified that she needed more resources to support children to explore mark making in different ways. For example, she now has an 'aqua mat' and has observed children's greater engagement in learning. The childminder develops her professional skills well. For instance, she discusses ideas with other childminders and does further reading. The childminder puts her new learning into practice well. For example, she now has a deeper understanding of children's development stages for taking turns with toys. She supports them to manage this well. Safeguarding is effective. The childminder understands how to assess risks that would give her cause for concern about a child's welfare. She has up-to-date information about how to refer her concerns on to other relevant agencies.

Quality of teaching, learning and assessment is good

The childminder talks to parents when children first start, to gather children's starting points effectively. She continues to monitor children's progress over time well, to take any action if she identifies gaps in their development. The childminder successfully supports children to explore the role-play kitchen. For example, she shows them how to put 'cakes' in the oven and to pour a pretend cup of 'tea'. She uses these opportunities to support children's language development effectively. She talks through what they are doing and encourages them to respond. Children explore this further and put plates out and tidy them away. The childminder role models mathematical language well as children play. For instance, she shows them how to count out the cups and plates.

Personal development, behaviour and welfare are good

The childminder helps children to have a range of experiences in the wider community. For example, children go to parks and have visits to the garden centre. Parents appreciate the range of learning opportunities their children receive. The childminder builds close relationships with children. They go to her for a cuddle when they are tired. The childminder promotes equal opportunities and ensures that all children have an awareness of other people that are different from themselves. For instance, they learn about festivals from a range of cultures. Children behave well and receive good support from the childminder.

Outcomes for children are good

Children make good progress in their learning and development from their starting points. Older children begin to have an awareness of words of personal significance, such as their names. Younger children express themselves as they wiggle and dance to music. They play well as they learn to roll a ball back and forth and experiment and learn to throw and catch it. Children are confident to share their opinions and tell the childminder what they like and do not want to do.

Setting details

Unique reference number	103362
Local authority	Medway
Inspection number	10072244
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	4 May 2016

The childminder registered in 1997 lives in Hempstead, Gillingham in Kent. She offers flexible care all day Monday to Friday, except for bank holidays and family holidays. The childminder holds a qualification at level 3.

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