

Childminder report

Inspection date	5 July 2019
Previous inspection date	23 April 2015

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

- The childminder provides a welcoming and exciting learning environment. There is a good variety of resources and equipment indoors and outdoors to support children's learning and development. Children make good progress from their starting points.
- The childminder regularly reflects on the service she provides and uses research and reading to identify her strengths and where she can continue to improve.
- 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. Children benefit from the childminder's enthusiastic teaching of early mathematics during their play. For example, children use a magnetic fishing game to count out different coloured fish.
- The childminder places a good emphasis on developing children's understanding of keeping themselves safe. Children feel secure and enjoy the time they spend in the childminder's care.
- The childminder creates plenty of opportunities to develop children's imaginations, with particular regard to role play. She plays alongside the children and they have great fun together.
- Partnerships with parents are good. The childminder works well with parents to share information about children's development and to support continuity in their learning.
- The childminder does not routinely include the views of parents when she is evaluating her practice and making improvement plans.
- Children who are able are not involved in the assessment of their own learning. Older children are not actively involved in the assessment of their learning, to ensure that they are fully aware of their next steps of learning.

What the setting needs to do to improve further

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

- enhance the self-evaluation process to further include the views and suggestions from parents to drive improvement
- further consider how to actively seek children's contributions to their own assessment to further improve learning outcomes.

Inspection activities

- The inspector observed the interactions between the childminder and children during play sessions.
- The inspector viewed the areas of the premises used for childminding.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector viewed parents' written comments regarding the childminder's practice and took these into account.

Inspector

Anna Fisk

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder is committed to ensuring children are safe and well protected. For example, she conducts daily risk assessments to help her maintain a safe and secure environment. The childminder knows how to identify potential signs of abuse and is confident about the procedures she would use to report any concerns. This helps to protect the welfare of children. The childminder is up to date with changes in legislation. For instance, she has refreshed her training on child protection and updated her knowledge. The childminder seeks training opportunities that help her to further support the children in her care. This is illustrated as information gained from training has helped the childminder to develop a stronger understanding of communication and language needs. She has a good knowledge of child development. Parents comment that they feel well informed about the setting and are confident in the childminder's skills.

Quality of teaching, learning and assessment is good

The childminder has an effective system in place to observe and assess children's good progress. Children are very interested in the activities planned for them. For example, they eagerly play with the various resources provided in support of an interest in the ocean and its creatures. The childminder encourages young children's emerging language through play. For instance, she encourages early sounds as children play with cars. Children communicate well and confidently ask the childminder for resources they would like to play with, and engage quickly in activities. The childminder is skilled at providing activities and resources which reflect children's interests. She positively interacts during children's play and is an exuberant play companion. For example, the childminder encourages children to develop their imaginations as they create voices and stories for the toys to play out.

Personal development, behaviour and welfare are good

The childminder is a good role model by being consistently polite and respectful. Children show good behaviours and respect for each other. Children are supported to be independent and are keen to take responsibility in carrying out simple jobs, such as putting their lunch things away. The childminder builds on children's self-esteem through consistent praise, which helps them recognise their own abilities. Children benefit from spending time outdoors each day, which promotes their physical health and learning. For instance, they learn how to use their bodies in different ways. The childminder works closely with parents and has clear arrangements for their care, meals and sleep routines. Older children are encouraged to manage their own personal hygiene routines independently. This is illustrated as the childminder sings songs to teach them how to wash their hands effectively.

Outcomes for children are good

Children practise the skills they need for the next stage in their learning. For example, they develop good mathematical skills appropriate to their stage of development. Older children are eager to match numbers. Younger children are confident to explore and make choices about their play as they select toys, for example, pushing a truck to work the wheels and make sounds.

Setting details

Unique reference number	EY391951
Local authority	Kent
Inspection number	10108720
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	23 April 2015

The childminder registered in 2009 and lives in Ashford, Kent. She provides care for children from 7am to 6pm Monday to Friday all year round and provides overnight care. The childminder provides funded early education for three-year-old children.

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