

Childminder report

Inspection date	11 July 2019
Previous inspection date	10 May 2016

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Good	2 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 thrive in the childminder's care. Her warm and nurturing interactions fully support children's growing self-esteem, independence and emotional well-being. Appropriate routines and high expectations mean children's behaviour is very good.
- The childminder understands children very well and she knows what they like to do. For example, she buys resources specific to the children's interests, such as electronic traffic lights, to extend their learning in mathematics, technology and language skills.
- The childminder makes detailed assessments of the children, which she regularly shares with parents and other settings children attend. The childminder supports children's learning well. However, on occasions, her learning intentions for children are less precisely targeted, particularly in mathematics and literacy.
- The childminder supports children's communication and language skills very well. She carefully listens to what children are saying to skilfully extend their conversations and develop their thinking skills for problem solving.
- The childminder teaches children to keep themselves safe and healthy. For example, following a trip to the local playground, children are reminded about how to cross the road safely and, on their return to the house, to wash their hands before resuming play.
- Parents are highly complimentary about their children's experience in the setting. They enthusiastically praise the childminder's dedication and her good communication skills. For example, parents feel the childminder works hard to maintain continuity in children's care and learning. She seeks parents' views to help her evaluate her own practice and to target improvements.

What the setting needs to do to improve further

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

- make the best use of information from the already good assessments to plan more precisely for children's individual next steps in learning, particularly in mathematics and literacy.

Inspection activities

- The inspector viewed all areas of the premises used for childminding.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector took parents' views into account by speaking with them and reading their written comments.
- The inspector viewed a range of documentation, including children's records, and policies and procedures.

Inspector

Alison Martin

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a thorough knowledge of what to do if she has concerns about a child's welfare. Her policies and risk assessments support children's safety and well-being. As a highly reflective practitioner, she demonstrates an uncompromising commitment to improving her professional development. For example, she accesses regular training and shares ideas and knowledge with other professionals. Her astute observations and tracking of children's progress ensure she is quick to notice those who need further support in order to prevent them from falling behind their peers. Interventions, which are shared with parents, are timely and successful. Children make good progress and are ready for their future learning, including when they go to school.

Quality of teaching, learning and assessment is good

The childminder's good knowledge of children's interests and achievements helps her plan a stimulating curriculum and appealing activities. Her skilled use of questioning, modelling and demonstrating helps children learn. For instance, their focus is maintained as they thread dry spaghetti through small holes in a colander to develop their hand-to-eye coordination. Spontaneous opportunities are used to support children's growing awareness of science and technology, such as when they select music to play on the computer or use an air pump to launch a pretend rocket in the park. Children care for plants they have been growing outside and enjoy picking strawberries to eat as they learn about the natural world.

Personal development, behaviour and welfare are good

The childminder is a positive role model for children. They learn to be respectful of one another as they share toys, help one another with tasks and allow each other time and space to play. Children flourish as the childminder boosts their self-confidence with specific praise and encouragement. For example, children are proud of the skills they learn as they make their own egg sandwiches, peeling the shell, chopping the egg and buttering the bread. They are encouraged to manage their own care routines, such as washing their hands and face after eating or taking themselves to the toilet. They have plenty of opportunities to learn about the wider world. For example, they share stories about others' lives and learn about customs and festivals from around the world.

Outcomes for children are good

Children are motivated, curious and highly focused. They are polite and well mannered. This helps them to cooperate and negotiate play successfully. For example, children take turns to use the pretend hairdryer as they play 'hairdressers'. They competently recognise their names and are beginning to write some letters. They are encouraged to think about solving problems and finding new ways of doing things. For example, children experiment by choosing the best-sized car to travel down a ramp or learn about 'heavy and light' as they weigh water beads on balancing scales.

Setting details

Unique reference number	EY449965
Local authority	Kent
Inspection number	10075221
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	1 - 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	10 May 2016

The childminder registered in 2007. She lives in Kings Hill, West Malling, near Maidstone, Kent. The childminder operates her service on Monday to Friday from 8am to 6pm, for most of the year, except for bank holidays and family holidays. She receives funding to provide free early education for children aged two, three and four years.

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