

Childminder report

Inspection date	25 July 2019
Previous inspection date	28 April 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

- The warm and caring childminder offers a welcoming home-from-home environment. Children have access to a wealth of resources and activities to choose from, indoors and outdoors.
- The childminder knows the children well. She uses her good knowledge of children's individual interests to plan activities that support them to develop a positive attitude to learning. The childminder makes effective use of her observations to plan appropriate next steps to help children make good progress in their learning.
- The childminder maintains a good two-way flow of communication with parents and other settings that children attend. She regularly shares information with parents about their children's development and achievements.
- The childminder supports children to develop good mathematical skills. For instance, they explore the differences between types of shapes, including ovals and circles, and discuss how the moon changes from circles to crescents.
- Children are supported to develop high levels of self-esteem and confidence. They eagerly tell the childminder 'I can do it myself' as they take part in activities. They concentrate very well and listen carefully to instructions and new ideas.
- Parent partnerships are effective. Parents speak highly of the childminder and comment that she goes 'above and beyond' to provide their children with high-quality care. They comment on the 'clear and frequent' communication that they receive. Parents praise the childminder for being 'patient, caring and encouraging'.
- Although the childminder continues to attend her statutory training, she has not established a sharply focused programme of professional development to help her raise the quality of her practice to the highest levels.
- Occasionally, the childminder misses opportunities to support children to discuss their own feelings and learn about the feelings of others, to extend their emotional development.

What the setting needs to do to improve further

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

- establish a secure programme of professional development to raise the quality of the already good practice to the highest level
- extend opportunities for children to discuss and acknowledge their own feelings and consider the feelings of others.

Inspection activities

- The inspector talked with the childminder and children at appropriate times during the inspection.
- The inspector viewed some written documentation, including children's developmental records, attendance registers, policies and training records.
- The inspector viewed written feedback from parents to gain their views.
- The inspector viewed all areas of the home that children have access to.
- The inspector observed the quality of teaching during activities both indoors and outdoors, and assessed the impact it has on children's learning.

Inspector

Nicola Edwards

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder knows the procedures she must follow if she has a concern about a child's welfare. The childminder is vigilant of children's safety. She regularly risk assesses her home and outings to minimise risks to children. She teaches children about personal safety well. For instance, all children practise fire drills and older children learn techniques such as 'stop, drop and roll' to protect themselves in the event of a fire. The childminder regularly evaluates the care and learning opportunities that she offers for children. She seeks feedback from children and parents to help her identify areas for development. The childminder shares ideas for activities and best practice with a network of other childminders. For instance, since her last inspection she has developed a comprehensive procedure in the event of an emergency and puts in place contingencies to support parents who travel far distances for work.

Quality of teaching, learning and assessment is good

The childminder supports children to develop strong problem-solving skills. For instance, when building cars, children examine the pieces and think carefully about which one they need next. The childminder skilfully supports children to develop their skills of trial and error by asking questions to challenge their thinking. Children develop strong hand control and coordination. For example, they confidently use tools such as hammers to secure pins and pegs into construction boards to create their own images. The childminder encourages children to be independent and supports them to find their own answers to problems. For instance, children are keen to explore the difference between bolts and pins. They consider which tools they need to secure each one and explore the differences. The childminder gives children plenty of time to think and effectively models new vocabulary to support children to develop their knowledge and understanding.

Personal development, behaviour and welfare are good

Secure settling-in arrangements help to support children to make strong attachments with the childminder. Children are eager to share their play and learning with her. Children's behaviour is good. The childminder communicates clear expectations about behaviour and promotes independence in all aspects of children's routines. Children confidently talk about having 'kind hands and voices' when playing with one another. Children develop a good understanding of personal hygiene. They enjoy a wide range of opportunities to learn about the local community and the world around them. For instance, they enjoy trips to the beach, local woodlands, the fire station and fire museum. Children enjoy visits to pick strawberries as well as attending local play areas, parks and play groups.

Outcomes for children are good

Children develop skills and knowledge to support them in the next steps in their learning. Children recognise that print carries meaning. For example, they practise reading the numbers and letters on pieces of their train set as they connect the track. Children have strong imaginations. For instance, they delight in pretending to be mechanics as they build cars and pretend to be handymen as they use tools to fix household appliances.

Setting details

Unique reference number	EY310104
Local authority	Kent
Inspection number	10073548
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 - 9
Total number of places	6
Number of children on roll	5
Date of previous inspection	28 April 2016

The childminder registered in 2005 and lives in West Kingsdown, Kent. She offers childcare from 7am to 6pm, Monday to Friday, all year round, except for family holidays and bank holidays. The childminder has a relevant early years qualification at level 3.

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