

Childminder report

Inspection date	25 July 2019
Previous inspection date	18 November 2015

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 are good. Parents value the bonds the childminder has with their children. They work together to provide consistent and good-quality care and early education for children.
- Children develop well in the welcoming and stimulating environment, which is carefully organised to support their learning and development.
- The childminder shares information from training courses with her assistant and co-childminder, to help to improve their skills and the outcomes for the children. For example, she has gained knowledge and understanding of assessing and enhancing children's communication and language development. The childminder uses this effectively to precisely plan the play environment and play activities.
- All children make at least good progress in their learning from their starting points.
- The childminder does not consistently work with other settings that children attend, in order to share information to ensure continuity in children's care, learning and development.
- The childminder does not effectively use opportunities to extend children's understanding of mathematics further.

What the setting needs to do to improve further

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

- continue to further explore ways of working with other providers, to improve the consistency in the children's learning
- make the most of opportunities to develop children's understanding and awareness of mathematics.

Inspection activities

- The inspector observed children during their play and learning experiences.
- The inspector observed children and the childminder interacting and discussed children's learning and development.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector looked at children's records and evidence of the suitability of the childminder.
- The inspector reviewed written feedback from parents of the children attending.

Inspector

Kimberley Luckham

Inspection findings

Effectiveness of leadership and management is good

The childminder uses self-evaluation accurately to develop her practice and raise the quality of the service she is providing. For example, she has increased the opportunities children have to enjoy and share stories and enhance their communication and language skills. The childminder uses an effective system when monitoring the children's progress. This enables her to quickly spot any gaps in their learning and provide them with additional support if necessary. Safeguarding is effective. The childminder has kept up to date with new child protection guidance. She has robust policies and procedures to keep children safe and well. She is confident in describing the signs that may cause her to be worried about a child's welfare and the actions she would take in these circumstances.

Quality of teaching, learning and assessment is good

The childminder observes and assesses the progress of children, and planning for their future learning is based on her good knowledge of what they already know and can do. She seeks information from parents about things children do at home, to incorporate this into her planning. This helps to enthuse children. For example, children's recent interest in animals and dinosaurs is incorporated in a sensory activity as they enjoy retrieving the toy animals that are frozen in ice. The childminder skilfully supports children to consider ways to melt the ice quicker. She helps children to develop their physical skills, such as by teaching them how to squeeze to fill and empty containers with water. Younger children use watering cans to pour the water over the ice. The childminder provides good support for children in their communication and language skills. For example, she emphasises key words within her interactions to help enhance children's understanding and speaking skills.

Personal development, behaviour and welfare are good

Children develop a good understanding of diversity beyond their immediate family. For example, the environment has positive cultural images, books and role-play resources for them to explore. The childminder promotes good behaviour effectively and children are gaining a secure understanding of sharing and taking turns. She promotes children's good health well. For example, children engage in discussions about healthy food choices.

Outcomes for children are good

Children are well prepared for their next stage of education or their move on to school, and enjoy engaging in early literacy opportunities. For instance, children enjoy identifying some magnetic letters and arranging these in order to spell out their names. Children are happy and confident. They direct their own play and select resources based on their individual interests.

Setting details

Unique reference number	EY284851
Local authority	Kent
Inspection number	10063767
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 8
Total number of places	6
Number of children on roll	16
Date of previous inspection	18 November 2015

The childminder registered in 2004 and operates in Margate, Kent. She works with a co-childminder and assistant. The childminder operates Monday to Friday from 8am to 5.30pm, all year. She provides funded early education for children aged two, three and four years. The childminder holds a qualification in management at level 4 and a relevant early years qualification at level 3.

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