

# Childminder report

<b>Inspection date</b>	15 August 2019
Previous inspection date	1 June 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Good	<b>2</b> 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 childminder establishes positive partnerships with parents and keeps them involved in their children's learning. For example, she regularly encourages them to add to their children's progress records and share their achievements from home.
- The childminder gets to know individual children's personalities well. Children are happy, confident and settled. They have a good sense of belonging. Children enjoy their time with the childminder and this helps them to engage in learning and make good progress.
- Children develop good physical skills. For example, they explore larger climbing and balancing equipment on regular trips to the park.
- The childminder supports children to gain good communication skills. For example, she builds on their sentences and reinforces the correct pronunciation of words sensitively.
- Children have good opportunities to be creative. They use paint in interesting ways, such as making patterns using vegetables and potatoes.
- There are good opportunities for children to develop their mathematical skills to support their future learning. For instance, younger children play with an abacus and shape-sorter games, and older children recognise numbers in dart activities.
- The childminder does not consistently make the most out of opportunities to communicate with other early years professionals more consistently.
- The childminder does not make the most out of ways to extend children's interest to explore and investigate the natural world more extensively.

## What the setting needs to do to improve further

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

- build on the relationships with other early years professionals at settings that children also attend, to strengthen the consistency of children's shared care and learning experiences even further
- extend children's opportunities to develop their interest and skills to explore and investigate the natural world further.

### Inspection activities

- The inspector viewed the areas of the childminder's home that children use.
- The inspector observed the childminder interacting with the children.
- The inspector sampled written documentation, such as children's progress reports and policies and procedures.
- The inspector spoke to children and the childminder at convenient times.

**Inspector**  
Kelly Hawkins

## Inspection findings

### Effectiveness of leadership and management is good

The childminder evaluates her practice well. She reflects on the day's events and how well she motivated children to learn. The childminder uses her findings to support her future activity plans. This helps her to keep children interested in their learning experiences. The childminder is keen to keep up to date with new early years information and build on her knowledge and skills even further. She carries out her own independent reading and research and attends beneficial training. For example, she has learned about the ways to communicate with children, such as using simple signing. Safeguarding is effective. The childminder has a good knowledge of the safeguarding and child protection procedures to follow to help keep children safe and protect their welfare. This includes knowing who to contact to seek advice and how to raise and follow up any concerns. The childminder helps children to understand how to keep themselves and others safe. For example, they talk about the rules of how to cross the road safely on regular trips.

### Quality of teaching, learning and assessment is good

The childminder closely monitors and tracks children's individual progress. This enables her to highlight any gaps in their development promptly and provide children with good support to catch up in their learning and continue to make good progress. The childminder skilfully builds on children's interests and ideas. For example, when children enjoy stories, they are encouraged to act out the story using puppets. Children who have a keen interest in cars go on to use cars to make patterns in paint. The childminder helps children to prepare for their eventual move to school well. For example, children have a keen interest in a wide range of reading materials.

### Personal development, behaviour and welfare are good

Children are polite and behave well. For instance, they follow the rules and boundaries with confidence. Children develop good social skills and build meaningful friendships. For example, older children kindly help younger children to complete tasks. Children gain a good understanding of the importance of healthy lifestyles. They follow good health and hygiene routines independently. Children gain a good understanding of other people's similarities and differences from around the world. They learn about traditions and delicacies of other countries, such as when baking Indian naan bread.

### Outcomes for children are good

Children of all ages make good progress in relation to their individual starting points and develop good skills to support their future learning. They develop good early writing skills. For instance, younger children enjoy a wide range of malleable play and give meaning to what they make as they manipulate sand and glitter. Older children write their names with confidence. Children are caring and kind towards other living things. For example, they enjoy helping the childminder to collect eggs from the chicken coop and gain a positive sense of responsibility.

## Setting details

<b>Unique reference number</b>	EY456242
<b>Local authority</b>	Medway
<b>Inspection number</b>	10075317
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 13
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	1 June 2016

The childminder registered in 2013. She is located in Gillingham, Kent. The childminder cares for children on Monday to Thursday from 6.30am until 7pm, all year round, and on Friday from 6am to 9am and 3pm to 7pm during term time only. The childminder holds a relevant early years qualification at level 3.

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