

Childminder report

Inspection date	29 August 2018
Previous inspection date	11 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

- Children build strong attachments to the childminder and her family. She strives to ensure that children are happy and feel part of her family. This supports the children's emotional well-being, and they feel secure and interact well with visitors.
- Partnerships between the childminder and parents are strong. They share detailed information daily. This helps the childminder to have a good insight into children's learning at home.
- The childminder completes regular observations and assessments of children's learning. The childminder monitors children's progress accurately and plans effectively for their next stage in learning. Children make good progress.
- Children behave very well. The childminder teaches children to use good social skills, and these help them to work together and interact positively. For example, older children offer to pick up the toys toddlers drop from the high chair.
- The childminder regularly self-evaluates her practice. She uses annual questionnaires to involve parents and children in the process and help her plan future improvements.

What the setting needs to do to improve further

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

- enhance opportunities for children to explore and investigate the resources that support their individual ways of learning
- offer children even further opportunities to develop their independence skills.

Inspection activities

- The inspector discussed the childminder's self-evaluation and her plans for her practice. She took into account the views of parents through written feedback provided.
- The inspector looked at a range of documentation, including risk assessments, key policies and procedures, and children's records.
- The inspector had a tour of all parts of the premises used for childminding.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector observed activities and the quality of the childminder's interactions with the children, and jointly evaluated the activities with the childminder.

Inspector

Maxine Ansell

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a good understanding of the requirements and her responsibilities to keep children safe from harm. She completes regular safeguarding training to ensure she is up to date with the latest guidance, and can confidently follow procedures if she has a concern about a child's welfare. The childminder has identified training to extend and develop her professional skills and expertise. For example, she has a comprehensive written training log and is able to explain the impact the completed training has had on her practice. Parents are complimentary about the childminder, saying they feel it is a happy and safe setting, and enjoy reading about their child's day in contact books.

Quality of teaching, learning and assessment is good

The childminder knows the children well and plans activities that interest them. For example, she enhances children's interest in information and communication technology with toys that light up and make sounds when buttons are pressed. The childminder extends children's mathematical skills well. For example, she counts the pictures of mice on a cushion for the children and counts 'one, two, three' before the child lets go of a friction-powered toy car, talking about how far it has gone. The childminder develops children's communication and language skills well. For example, she encourages younger children to verbalise by repeating their sounds back to them and praising their responses.

Personal development, behaviour and welfare are good

The childminder creates a relaxed and homely environment where children settle well. Before children start, the childminder obtains detailed information from parents about their child's care needs. As a result, the childminder is aware of the particular care needs of the children, such as their sleep patterns. Children have good opportunities to develop their physical skills and understanding about the local environment and nature. For instance, children use play equipment at the local parks, visit the nature reserve and feed the ducks at the local duck pond. This encourages children's interest in nature as they then, for example, look for birds they have seen on the bird feeders in the garden.

Outcomes for children are good

Children learn a wide range of skills that prepares them well for their move to school. For example, they develop their hand-to-eye coordination as they put stacking rings on a pole, feed themselves and make marks with felt-tip pens. Children are curious and motivated learners as they safely explore and happily move between the different rooms.

Setting details

Unique reference number	EY257227
Local authority	Kent
Inspection number	10063758
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	13
Date of previous inspection	11 November 2015

The childminder registered in 2003. She lives in Staplehurst, Kent. The childminder cares for children Monday to Friday from 7.30am to 6pm, throughout the year. She holds a relevant early years qualification at level 3.

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