

Childminder Report

Inspection date

21 September 2015

Previous inspection date

17 February 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the 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 is committed to improving outcomes for children. She evaluates her setting and makes well-targeted plans for improvement.
- The childminder has very good strategies in place to involve parents in their children's learning. For example, she makes developmental folders always available and encourages parents to take them home and add their input. She also gives parents ideas to continue learning at home and they share achievements and learning.
- Children are kind and caring towards each other. They follow the example of the childminder and her assistants, and receive clear guidance. For example, they discuss their behaviour and how their actions affect others.
- Children take charge of their own well-being. For example, they wash their hands before eating without prompting and help themselves to drinks. They learn about the importance of fresh air, exercise and a nutritious diet as part of a healthy lifestyle.
- The strong partnerships that the childminder has with parents and other settings children attend provide positive outcomes for them. For example, they share information on children's learning and where they can support children further.

It is not yet outstanding because:

- The childminder shares knowledge gained on training with her assistants, helping to build on their knowledge and understanding. However, she does always make the best use of supervision to help them to think about how to develop their own practice even further.
- The childminder and her assistant work hard to ensure that children's care needs are met. However, due to this they sometimes miss opportunities to support all the children at busy times.

What the setting needs to do to improve further

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

- make better use of supervision of the assistant to further support their practice and ongoing professional development
- think about the deployment of staff so that children receive the full support that they require at all times.

Inspection activities

- The inspector observed activities indoors.
- The inspector had discussions with the childminder and children.
- The inspector took into account the views of parents and carers.
- The inspector and the childminder completed a joint observation.
- The inspector sampled a range of documentation including improvement plans, safeguarding procedures and children's records.

Inspector

Karen Scott

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a very good understanding of her role in safeguarding children and the procedures to follow should she have any concerns. Risk assessments take account of everything that children come into contact with. The childminder helps children to build on their understanding of how to act in a safe manner. For example, children help the childminder to draw evacuation plans and she gives them clear explanations about safety. The childminder has a strong commitment to improvement. She includes and values the views of parents and children, and she acts upon their suggestions swiftly. The childminder participates in training that helps her to build on and update her knowledge and to continually improve the quality of teaching. For example, she uses what she learned at training to help her plan meaningful activities for children that extend on their learning.

Quality of teaching, learning and assessment is good

The childminder has high expectations of children and they respond positively. For example, they keenly participate in activities and show high levels of concentration. The childminder provides an environment where children can flourish as they learn through play. She knows when to stand back and let children play, and when to offer guidance and support. The childminder assesses children's development, making effective plans to extend further learning. For example, she knows what children like to play with and helps them to make developmental progress with things they enjoy.

Personal development, behaviour and welfare are good

The childminder works closely with parents and carers to ensure that she meets and follows children's care needs and routines. Working with an assistant means that children are not disturbed when sleeping to go on school runs, for example. The close attention to children's routines helps them settle well and form strong relationships with the childminder, assistants and their friends. Children are keen to involve others in their play and older children help younger ones to undertake difficult tasks. Children learn about each other's cultures and about the world. For example, they sponsor a child in another country, taking part in decision-making when sending gifts to her, being very thoughtful and considerate when doing so. The childminder is highly supportive of parents, helping them to write letters, for example, as their welfare is equally as important to her.

Outcomes for children are good

Children are fully prepared for school as high importance is given to the development of their personal, social and emotional skills. Children make good progress in all areas of learning in preparation for school.

Setting details

Unique reference number	506307
Local authority	Medway Towns
Inspection number	836894
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 8
Total number of places	12
Number of children on roll	9
Name of provider	
Date of previous inspection	17 February 2011
Telephone number	

The childminder registered in 1998. She lives in Rochester, Kent. The childminder has three registered assistants, one of whom works with her full-time and the others on an ad hoc basis. The childminder offers care from 7.30am to 6.30pm, five days a week, all year round. The setting receives funding for the provision of free education for children aged three and four years old.

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