

Childminder Report

Inspection date

12 October 2017

Previous inspection date

9 June 2015

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

- Children make at least good progress in their learning and some make better than expected progress in some areas of development. They develop positive attitudes to learning and are keen to explore.
- The childminder supports children to engage well in activities and has a secure understanding of children's needs. She has an effective approach to observations and planning and uses these well to support children's play.
- Children develop secure attachments and caring relationships with the childminder and her co-childminder. They are settled and at home in their care and show that they feel safe and secure.
- The childminder and her co-childminder work well together. They understand each other's strengths in practice and use these to their advantage. They maintain effective communication and children receive good continuity of care.

It is not yet outstanding because:

- Sometimes, the childminder misses opportunities to help children develop an understanding of their own self-care and hygiene.
- The childminder does not extend relationships with parents to enable them to encourage children to share their achievements away from the setting, to support their progress further.

What the setting needs to do to improve further

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

- strengthen opportunities to learn more about how to support their own personal hygiene
- extend partnerships with parents to encourage them to enable children to share their achievements outside of the setting to support their learning and well-being further.

Inspection activities

- The inspector spoke to parents and read written feedback and considered their views.
- The inspector reviewed documentation, such as training records and children's learning records.
- The inspector jointly observed an activity with the childminder and discussed children's learning.
- The inspector observed the quality of teaching and assessed the impact on children's learning.
- The inspector spoke to children and the childminder at appropriate times.

Inspector

Sarah Taylor-Smith

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands her responsibility to support children's welfare. She is alert to the signs that may indicate a child is suffering from harm and knows the action to take if she has concerns. The qualified childminder further develops her knowledge to benefit children's learning. For instance, she recently attended training to help her develop different ways of communication to support children who have special educational needs and/or disabilities. The childminder and her co-childminder reflect on their practice well together to plan targets for future development. For example, they have enhanced the healthy food options they offer children to effectively support their understanding of healthy lifestyles.

Quality of teaching, learning and assessment is good

The childminder has an accurate understanding of children's abilities and monitors their development effectively. Children have good communication and language skills. For example, she encourages positive discussions as children play. The childminder provides children with a range of opportunities to explore using their senses, such as when exploring play dough. Overall, the childminder develops successful relationships with parents. She keeps them up to date with information about their children's progress. Parents praise the childminder for her strong teaching and commitment for children's well-being.

Personal development, behaviour and welfare are good

Children enjoy an inclusive setting and children who have special educational needs and/or disabilities particularly benefit. For example, the childminder ensures that all children have opportunities to be involved and achieve when in her care. Older children learn to understand the needs of others and behave well. For instance, the childminder calmly gives children support if needed and helps them to play well with each other. The childminder helps children to learn about others in the world around them. For example, she provides learning experiences that include religious celebrations that are different from their own.

Outcomes for children are good

Children learn a wide range of skills to help them be ready for their next stage of learning at pre-school or school. Young children know how to use numbers and spontaneously use them in play. For instance, they begin to count the puzzle pieces they have used. Children learn to explore and have confidence in their own abilities. For example, they clap and enjoy praise when they manage a task for themselves. Children enjoy the company of others and look forward to spending time with each other. Children are sociable and motivated to learn. They understand their choices and enjoy selecting what to play with from a wide range of resources.

Setting details

Unique reference number	EY305545
Local authority	Medway Towns
Inspection number	1092304
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 7
Total number of places	6
Number of children on roll	9
Name of registered person	
Date of previous inspection	9 June 2015
Telephone number	

The childminder registered in 2005. She works with a co-childminder in Gillingham, Kent. The childminder offers care each weekday from 7.30am to 6pm, all year round, except bank holidays and family holidays. She has a level 3 early years qualification. The childminder receives funding to provide free early education for children aged three and four years.

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