

Childminder Report

Inspection date	20 January 2016
Previous inspection date	7 February 2012

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 a consistent role model and encourages positive behaviour and good manners. Children behave well, for example, they are polite and kind to each other.
- The childminder effectively supports children's communication skills. For example, children have good opportunities to think and respond to good questioning.
- Children develop good understanding of early mathematical skills. For example, they learn about numbers, measuring and shapes through play. This helps prepare children for learning at school.
- The childminder communicates well with other early years professionals. This helps support children's learning and provides them with a consistency of care.
- Children make good progress. They engage in interesting learning experiences that motivate them. The childminder uses the resources and environments well to extend children's learning.
- The children understand how to meet their own personal care needs and keep healthy. They independently follow the positive health and hygiene routines.

It is not yet outstanding because:

- The childminder misses opportunities to extend children's understanding and interest in technology further.
- The childminder does not always encourage parents to share what their children do at home on a more regular basis, to promote better continuity.

What the setting needs to do to improve further

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

- improve learning experiences to develop children's understanding and interest in technology further
- strengthen the good partnerships with parents to extend the opportunities they have to share information about their children's progress.

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, including children's progress reports, policies and procedures.
- The inspector spoke to children and the childminder.
- The inspector gathered the views of parents.

Inspector

Kelly Hawkins

Inspection findings

Effectiveness of the leadership and management is good

The childminder knows the children well as she gathers good detail from parents. She plans activities to meet their needs and takes their interests and individual personalities into consideration. The childminder tracks children's progress accurately. She promptly highlights any learning gaps and clearly understands how to support children's ongoing development. The childminder attends regular training to keep up to date with her practice and gain new ideas. The childminder uses many ways to evaluate her current practice and uses this to make positive improvements. For example, children now have more space to learn and play as the result of a recent review of the environment. The childminder understands the child protection procedures to follow to help keep children safe. She knows who to contact if she has any concerns about children's welfare. The childminder encourages children to understand how to keep themselves safe in an emergency. For example, they take part in regular evacuation drills. Children receive a certificate to celebrate their understanding and cooperation. Safeguarding is effective.

Quality of teaching, learning and assessment is good

The childminder extends children's learning effectively. For example, after reading a story together, they enjoy linked activities, such as building sandcastles and collecting sticks in the garden. This helps to give meaning to children's learning as they make links with real experiences. Children have good opportunities to explore and investigate the natural world around them. For example, they participate in activities such as 'bug' hunts and visit local parks. The childminder promotes children's understanding of differences within the wider community well, through a range of activities and celebrations. The childminder uses links with the local schools to help support children's move to school well.

Personal development, behaviour and welfare are good

Children develop good social skills. For example, they take part in games and activities, such as skittles, that encourage them to share and take turns. The childminder helps children gain a sense of belonging and they feel valued as they celebrate their achievements. The childminder effectively supports children's physical development. For example, they participate in outdoor activities that promote their hand to eye coordination, such as throwing balls into hoops. Children relate positively to the childminder.

Outcomes for children are good

All children, including those with additional needs, make good progress. Children enjoy a good range of activities that develop their independence skills. This helps support their future learning.

Setting details

Unique reference number	EY429911
Local authority	Kent
Inspection number	823549
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 6
Total number of places	5
Number of children on roll	2
Name of provider	
Date of previous inspection	7 February 2012
Telephone number	

The childminder registered in 2011. She lives in Maidstone, Kent. The childminder cares for children Monday to Friday, from 8am to 6pm, all year round.

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