

Childminder Report

Inspection date

21 October 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 knows the children well. There is a good level of trust and security. This helps children develop a positive level of emotional well-being and self-worth.
- Parents are successfully kept fully involved and informed about their children's progress. For example, the childminder visits their home to share ideas. This improves outcomes for children through a good consistency in their learning.
- Children gain skills that support them well for their future learning. For example, they learn about mathematics, such as recognising numbers and counting.
- There are good opportunities for children to develop their understanding of other people's similarities and differences. For example, the lunch menu is diverse and includes food from around the world, such as African and Indian meals.
- The childminder supports children to communicate with confidence. For example, she reinforces the correct pronunciation of words in a respectful way.
- Children develop good physical well-being. They understand the importance of healthy eating, for example, they enjoy picking the tomatoes they grow for snack.

It is not yet outstanding because:

- The childminder misses opportunities for children to develop their early reading and letter recognition skills further.
- The childminder does not make the most out of opportunities for children to use their imagination.

What the setting needs to do to improve further

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

- extend the opportunities children have to develop their early reading and letter recognition skills further
- improve children's opportunities to fully engage in imaginative play.

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

Inspector

Kelly Hawkins

Inspection findings

Effectiveness of the leadership and management is good

The childminder regularly evaluates and reviews her practice. She includes the views of children to make plans. She takes on board constructive feedback from others and improves her practice. For example, she meets with other childminders to share ideas and observe each other interact with children. She develops her skills and knowledge. She carries out her own reading and research, and attends regular training to keep up to date with new ideas and guidance. The childminder monitors children's individual progress closely. For example, she tracks their development in each learning area. This helps her highlight any gaps in their development quickly and provide support for children to catch up. The childminder has a good understanding of the safeguarding procedures to follow and knows who to contact, when necessary, to keep children safe. Safeguarding is effective.

Quality of teaching, learning and assessment is good

The childminder supports children to manage the move to their next stage of learning and they participate in activities that prepare them well. For example, they read books about going to school. The childminder skilfully uses children's interests in her planning. For example, when children play with toy cars, the childminder encourages them to draw tracks and match each car to the corresponding coloured track. They confidently discuss their ideas, such as car racing. The childminder builds upon children's spontaneous play well. For example, children engage in musical activities and sing songs associated with their games. This helps extend their language development well.

Personal development, behaviour and welfare are good

The childminder is a positive role model and gives children clear boundaries to follow. For instance, this helps towards them having good manners and positive behaviour. The children show kindness and consideration towards others. For example, they offer to help wipe each other's hands after a cooking activity. Children have good opportunities to challenge their physical skills. They visit parks to climb and balance on the large equipment and explore the space as they energetically run about.

Outcomes for children are good

All children make good progress in their development. They develop good early writing skills. For example, young children start to make marks and give meaning to them; they draw round and round, and say it is 'like a circle'. Children develop good independence. For example, they choose their own activities and enjoy taking an active role in preparing food for mealtimes.

Setting details

Unique reference number	EY474943
Local authority	Kent
Inspection number	1067748
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 6
Total number of places	6
Number of children on roll	2
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2014. She lives in Dartford, Kent. The childminder cares for children Monday to Friday, from 8am to 6pm, throughout the year, except for the month of August.

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