

# Childminder Report

<b>Inspection date</b>	1 October 2015
Previous inspection date	28 January 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The childminder demonstrates a strong commitment to providing high quality provision. She attends training and carries out her own research to increase her professional development. Recent training has a good impact on the learning experiences she offers children.
- The quality of teaching is good. The childminder supports children's learning well, which helps children to progress well from their starting points.
- Partnerships with parents are strong. The childminder uses effective ways to share information with parents and to learn what their children can do at home. Consequently, parents and the childminder have a shared approach to promoting children's care and development.
- The childminder provides children with extremely good outdoor play opportunities, including outings within the local community. These activities help to promote children's physical well-being effectively.
- Children develop extremely strong bonds and emotional attachments with the childminder. She is highly skilled at ensuring that children are very well settled and secure in her care.

### It is not yet outstanding because:

- Children do not consistently have access to a wide range of technology to explore and practise using in their everyday learning.
- The childminder does not always make art materials and tools easily accessible to extend children's creative skills.

## What the setting needs to do to improve further

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

- provide varied experiences for children to practise and explore technology in their everyday learning
- extend children's access to resources to help promote their creative skills.

### Inspection activities

- The inspector viewed the areas of the home used by the children.
- The inspector observed the quality of teaching during activities indoors and outdoors.
- The inspector viewed and discussed the childminder's self-evaluation.
- The inspector sampled written documentation, including children's learning files, policies and procedures.
- The inspector spoke with the childminder at appropriate times throughout the inspection.

### Inspector

Nicola Chambers

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder is highly committed to evaluating the effectiveness of her provision. She takes into account the views of parents and children and has clear plans for improvement. The childminder has a good understanding of the requirements of the Early Years Foundation Stage. She uses her good knowledge effectively to support children's learning and development. The childminder completes detailed information about the progress children make and shares this information regularly with parents to support their learning at home. Safeguarding is effective. The childminder has a good knowledge of safeguarding practices and understands the procedures to follow should she have any concerns to protect children's welfare.

### Quality of teaching, learning and assessment is good

The childminder provides a good range of activities to promote children's learning and development across their different age groups. She places a good focus on promoting children's language and communication. Young children confidently engage in discussions and follow the childminder's clear instructions. She knows the children extremely well and provides challenging experiences around their current interests. Consequently, children make good progress and develop skills ready for their next stage in learning. The childminder has a good understanding of how to develop children's awareness of themselves and what makes them similar or different to people in the local community. She takes children to local groups, where they meet with other children and learn how to play cooperatively.

### Personal development, behaviour and welfare are outstanding

Children have extremely positive relationships with the childminder. She effectively supports children during play, listens carefully to what children say and values their ideas. This promotes children's well-being exceptionally well. The childminder is an excellent role model. Children behave extremely well; they are very polite and have excellent social skills. The childminder skilfully uses positive praise to acknowledge children's efforts and successes. Therefore, children gain a strong sense of achievement. Children develop an excellent understanding of the importance of having a healthy lifestyle. They confidently follow good hygiene procedures. They talk about the vegetables they have grown in the garden, which then extends their understanding of healthy eating. Children benefit from daily fresh air and physical exercise.

### Outcomes for children are good

All children make consistently good progress. They develop independence and take care of their personal needs from an early age. Children gain a good range of skills so they are ready for their next stage in learning, such as nursery and school.

## Setting details

<b>Unique reference number</b>	126522
<b>Local authority</b>	Kent
<b>Inspection number</b>	846287
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	28 January 2010
<b>Telephone number</b>	

The childminder registered in 1999. She lives in South Ashford, Kent. She operates her service all year round from 7am to 6.30pm, Monday to Friday.

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