

Childminder Report

Inspection date	24 February 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 has a clear understanding of the procedures and requirements in place to protect children. She knows how to identify potential risks to children and what to do if she has a concern. This helps keep children safe from harm.
- All children make good progress in their speech development because the childminder is skilled in promoting their communication and language. For example, she uses explanations and questions to challenge children to think and encourage them to speak.
- The childminder is committed to raising outcomes for children. She regularly reflects on her practice and increases her skills and knowledge through training. This enables her to continually improve the quality of care and learning children receive.
- Children are happy and comfortable in the childminder's care. They clearly trust her and enjoy the interactions she has with them throughout the day. This increases their confidence and enables all children to make strong progress in their development.

It is not yet outstanding because:

- The childminder does not always provide enough opportunities and resources to build on children's awareness of their own and other cultures.
- The childminder misses some opportunities to strengthen children's understanding that print carries meaning and to enable them to practise their early writing skills.

What the setting needs to do to improve further

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

- provide a wider range of opportunities and resources that reflect positive images of diverse backgrounds, including disabilities, to build on children's understanding and respect of differences
- review the environment and available resources, to increase opportunities for children to understand that print carries meaning and to practise their early writing skills in their play activities.

Inspection activities

- The inspector discussed with the childminder her plans for the future of her practice and how she supports her assistant.
- The inspector read a sample of documents written by the childminder, including the safeguarding policy and children's learning and development information.
- The inspector carried out a joint observation with the childminder.
- The inspector read comments from parents to take account of their views.
- The inspector observed the children participating in activities and interacting with the childminder.

Inspector

Sara Garrity

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder is clear about her role in safeguarding children. She is aware of the action to take and whom to contact should she have any concerns regarding their welfare. She has built strong relationships with parents. She makes good use of both verbal and written communication with parents, to exchange information about daily activities and update changes in care routines. She has forged strong links with other settings children attend, to ensure continuity of care and learning. The childminder has a positive attitude to her professional development and regularly reflects on her practice. She uses her reflections effectively to take actions that enable her to drive forward improvements. The childminder supports her assistant and provides her with guidance on her policies and procedures, such as safeguarding.

Quality of teaching, learning and assessment is good

The childminder's teaching is consistently good as she interacts well with the children. She has a good awareness of how children learn and effective systems are in place for observing, assessing and monitoring their progress. She plans a range of stimulating activities based on children's interests and stages of development. The childminder effectively supports children's early mathematical development, for example, as they measure lengths of wool to weave spiders' webs. The childminder makes effective use of praise and encouragement to support children to engage in activities. Children particularly enjoy singing nursery rhymes and playing musical instruments as they develop their communication and language skills.

Personal development, behaviour and welfare are good

The childminder provides a welcoming and friendly environment where children are relaxed and eager to investigate and explore the easily accessible resources. The childminder has a good knowledge of children's individual needs, likes, dislikes and interests. Children develop a sense of belonging and confidence, and their behaviour is appropriate to their age. The childminder has clear rules and boundaries to support children to learn how to take turns and share. She helps children to manage their own safety and think of their friends as they play. Children have good daily opportunities to learn about a healthy lifestyle and play in the fresh air.

Outcomes for children are good

All children make good progress in their learning from their initial starting points. They are confident, inquisitive and absorbed in their play. Children are independent, polite and kind to their friends. They are developing the skills needed for the next stage in their learning and eventual move to school.

Setting details

Unique reference number	EY463490
Local authority	Kent
Inspection number	967832
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 8
Total number of places	4
Number of children on roll	5
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2013 and lives in Minster on Sea, in Sheerness, Kent. The childminder operates her service Monday to Friday from 7am to 7pm, all year round. She receives government funding for the provision of free early education for children aged three and four years. She has an assistant registered to work with her. The childminder holds a degree in English and a relevant early years qualification at level 3.

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