

Childminder Report



Inspection date	12 April 2016
Previous inspection date	8 March 2011

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 provides a welcoming and safe environment. Children are happy and enjoy their time with her.
- The childminder uses the information from her observations and assessments effectively to plan for children's next stage in learning. Children make good progress from their starting points.
- Parents and carers are very happy with the service that the childminder offers. They comment that children settle quickly and are developing well in her care.
- The childminder supports children's understanding of healthy lifestyles. For example, she provides daily opportunities for them to be physically active.
- The childminder completes thorough risk assessments of her environment. This helps children to be able to play safely in their surroundings.
- The childminder attends regular training to help improve her knowledge and makes changes as a result. For example, she successfully changed her approach and strategies to managing children's behaviour.

It is not yet outstanding because:

- The childminder does not fully exploit her partnerships with all other settings children attend to share a wide range of information about children's progress.
- The childminder does not always make the most of opportunities to allow children to do things for themselves and fully develop their independence skills.

What the setting needs to do to improve further

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

- extend the highly effective partnerships with other settings children attend to share a wider range of information and support their learning further
- increase opportunities to promote children's independence skills to prepare them for their move to school or nursery.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning and development.
- The inspector viewed all of the premises used for childminding.
- The inspector viewed a range of documentation including suitability checks and children's records.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
- The inspector spoke to children.

Inspector

Sarah Stephens

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a secure understanding of the signs that would cause her concern about a child's welfare and the processes to follow. She monitors children's development effectively and provides parents with a summary of their children's progress between the ages of two and three years. This helps her to identify any gaps in development early and provide the appropriate support. The childminder reflects on her practice using the views of parents and children. This supports her to make improvements to practice and provide better outcomes for children.

Quality of teaching, learning and assessment is good

The childminder effectively promotes the learning and development of children in her care. She supports their communication and language skills well. For instance, she uses continual discussion and adapts her language to suit the needs of each child. The childminder builds children's mathematical understanding. For example, she introduces counting and positional language. The childminder provides positive praise and encouragement to help boost children's self-esteem and confidence in their own abilities. She provides regular opportunities to involve parents in their children's learning. For instance, she has daily discussions and regularly shares children's development folders. This helps parents to be able to continue their children's learning at home.

Personal development, behaviour and welfare are good

Children form secure emotional attachments and positive relationships with the childminder. For example, they interact well together, laughing at the animal noises they make. The childminder provides opportunities for children to lead their own play and make their own choices. For instance, she provides a catalogue of resources so that children can choose from the wide selection of activities available to them. Children learn to respect and value each other's differences, such as celebrating festivals from around the world and having role play opportunities. Children behave well. The childminder provides them with clear guidance, for example, by getting down on their level and talking to them. This helps children learn to manage their own behaviour.

Outcomes for children are good

Children make good progress in their learning and are ready for their next stage in learning. They are confident to talk to adults and share their experiences. Children develop their physical skills well. For example, they explore the outdoor space and play equipment. They develop good literacy skills, such as starting to write their name and sound out letters.

Setting details

Unique reference number	EY280720
Local authority	Kent
Inspection number	833546
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	8 March 2011
Telephone number	

The childminder registered in 2004 and lives in Sheerness, Kent. She offers care Monday to Friday, 7.30am to 6.30pm, throughout the year. The childminder is eligible to receive funding for free early education for children aged two, three and four years. She has a relevant level 3 childcare qualification.

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