

Childminder Report

Inspection date	21 July 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 establishes secure and trusting relationships with children. She knows their individual interests and personalities well, and supports them to feel valued and develop a good sense of belonging.
- Children develop a good understanding of mathematical concepts; for example, they add scores in ball games. They develop key skills for future learning.
- The childminder supports children well to develop their communication and speaking skills; for example, she encourages them to share their ideas as they play.
- Effective communication between the childminder and other early years settings supports consistency in children's care and learning. For example, they share children's progress and achievements, which helps them to make good progress.
- The childminder effectively evaluates her practice and carries out regular reviews of activities. This helps her to make changes that motivate children to learn.
- Children explore and investigate, developing a good understanding of the world around them. For example, they plant sunflowers with the childminder and watch them grow.

It is not yet outstanding because:

- The childminder misses opportunities to develop children's technology skills further.
- The childminder does not extend opportunities to develop children's understanding further of people's similarities and differences.

What the setting needs to do to improve further

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

- extend opportunities to develop children's use and understanding of technology
- strengthen children's understanding further of people's similarities and differences within society.

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, and policies and procedures.
- The inspector spoke to children and the childminder at convenient times and gathered the views of parents.
- The inspector carried out a joint observation with the childminder.

Inspector

Kelly Hawkins

Inspection findings

Effectiveness of the leadership and management is good

The childminder develops her knowledge and skills well. She attends training courses that support her to make positive improvements to practice. For example, to develop her understanding of the different ways that children learn. This has a positive impact on children's learning as the childminder ensures they are interested and engaged in new learning experiences. The childminder establishes positive relationships with parents. For example, she encourages them to add to their children's developmental records and share news from home. Children benefit from the clear link and effective shared learning between their home and the childminder. The childminder monitors and tracks children's progress well. Her accurate assessments help her to highlight any gaps in children's learning to address. The childminder has a good understanding of safeguarding procedures to follow. She is clear about who to contact if she has any concerns, to protect children's welfare. The childminder teaches children how to keep safe, for example, to follow safe rules when crossing the road. Safeguarding is effective.

Quality of teaching, learning and assessment is good

The childminder successfully builds on children's spontaneous play well. Children who enjoy creative activities receive good encouragement to use unusual objects to develop their creativity and imagination further. For example, they collect stones and the childminder suggests that they paint them to create their own stone animals. The childminder supports children well when they move to school. For example, she visits the teachers and shares children's progress with them. This provides a consistent approach and helps children settle well for future learning.

Personal development, behaviour and welfare are good

The childminder supports children well to develop their physical abilities through challenging activities. For example, they develop their hand-to-eye coordination and solve problems with regards to distance and speed as they learn to play tennis. Children have good opportunities to be healthy. For example, they exercise, and rest and recuperate by choosing to read stories after. The childminder is a positive role model, and children behave well and are polite. They show respect and kindness to each other. For example, they share and take turns.

Outcomes for children are good

Children make good progress from their starting points. They benefit from many opportunities to gain skills that prepare them well for school. They develop good early reading and writing skills. For example, children recognise and form written letters, such as their name, giving meaning to the marks they make. This helps to support children well to understand and make sense of print in their environment.

Setting details

Unique reference number	EY477171
Local authority	Kent
Inspection number	975372
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	8
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2014. She lives in Longfield, Kent. The childminder cares for children on Tuesday to Friday from 7am to 6pm, all year round. The childminder receives funding to provide free early education for children aged two, three and four years. She holds qualified teacher status.

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