

Childminder Report

Inspection date	8 August 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 provides a safe and welcoming environment. Children are happy, confident and enjoy their time with her.
- The childminder uses the information from her observations and assessments well to plan activities for children's individual needs and interests. Children make good progress and are ready for their next stage in learning.
- Children form secure emotional attachments and positive relationships with the childminder. For example, they actively engage her in games and are keen to share their experiences.
- The childminder provides regular opportunities to involve parents in their children's learning. For example, she shares children's learning records and provides an online system. This helps parents to be able to continue their children's learning at home.
- The childminder completes thorough risk assessments of her environment. This helps children to be able to play safely in their surroundings.

It is not yet outstanding because:

- The childminder does not always further extend her partnerships with 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 for children to learn about people's differences and similarities.

What the setting needs to do to improve further

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

- continue to develop the already good partnerships with other settings that children attend to share a wider range of information and support their learning further
- increase opportunities for children to learn about different people around them and beyond their own experiences.

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, in particular about observations of children's play and learning, and safeguarding.

Inspector

Sarah Stephens

Inspection findings

Effectiveness of the leadership and management is good

The childminder continually improves her knowledge and makes changes as a result, such as from training courses. For example, she introduced sensory activities for babies to help keep their interest and motivation in their learning. The childminder monitors children's progress. This helps her identify any gaps in their development early and provide the appropriate support. 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. The childminder uses the information from her self-evaluation processes well. She identifies areas of weakness and sets targets for improvement. This helps to develop the quality of her practice and provides better outcomes for children in her care.

Quality of teaching, learning and assessment is good

The childminder supports children's progress well. She reviews the success of her activities effectively to help support children's interests and their next stage in learning. The childminder asks children questions to help them think for themselves, and she takes their learning further. For example, she asks them if they can identify insects that they find. The childminder helps children build confidence in their own abilities. For example, she provides them with positive praise and encouragement for trying to identify the right insect. The childminder supports young children's developing mathematical and language development. She counts the balls coming down the slide and encourages children to repeat back the words. Children like to explore and investigate. They listen to the noises that the bottles make during water play.

Personal development, behaviour and welfare are good

Children learn to keep themselves safe. For example, the childminder practises regular emergency procedures with them and reminds them to use the outdoor play equipment safely. The childminder supports children's understanding of healthy lifestyles. She encourages nutritious options at mealtimes and provides daily opportunities for children to be physically active. Children behave well. The childminder provides clear guidance and explanations to help children learn to manage their own behaviour.

Outcomes for children are good

Children make progress which is expected for their age and prepares them well for their future learning. They gain good communication and language skills. For example, they start to form sentences and learn new words rapidly. Children seek out others to join in with their ideas, such as when they ask the childminder to play chase with them. This helps to build their personal, social and emotional development.

Setting details

Unique reference number	EY480724
Local authority	Kent
Inspection number	992352
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 5
Total number of places	5
Number of children on roll	5
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2014 and lives in Maidstone, Kent. She offers all-day care from Monday to Thursday, throughout the year. The childminder receives funding to provide free early education for children aged two, three and four years.

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