

# Childminder Report

<b>Inspection date</b>	9 September 2016
Previous inspection date	11 October 2012

<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		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children are happy and enjoy their time with the childminder. They make good progress and are ready for their move to school.
- The childminder works with parents and other professionals well. This helps to provide a consistent approach to meet children's individual learning needs.
- The childminder helps children learn about each other's backgrounds and diversity. For example, she uses words, pictures and books in their home languages. This encourages children to respect and value each other's differences.
- Children learn to keep themselves safe, such as practising regular emergency procedures with the childminder.
- The childminder evaluates her practice well. She identifies areas of weakness and sets targets for improvement. This helps improve the quality of the provision and provide better outcomes for children.

### It is not yet outstanding because:

- The childminder does not always give children time to think and respond to the questions she asks, to help them consider their own ideas and thoughts.
- The childminder does not make the most of opportunities to help children do things for themselves to help extend their independence further.

## What the setting needs to do to improve further

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

- provide time for children to think through their ideas to help them consider their thoughts and provide their own responses
- increase opportunities for children to do things for themselves to help develop their independence skills further.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning and development.
- The inspector viewed all areas 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 keeps her knowledge of local safeguarding procedures updated. She knows the signs that would cause her concern about a child's welfare and the processes to follow. This helps keep children safe from harm. The childminder accesses a range of training to help improve her skills. For example, she learnt how to use sign language with children to help support their communication and language development. The childminder regularly monitors children's progress. This helps her identify any gaps in their development early and provide the appropriate support.

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

The childminder supports children's learning and development well. She uses the information from her observations and assessments to plan effectively for their next stage in learning. The childminder encourages children to make their own choices and follows their lead in play. This helps to keep children's motivation and interest in their learning. The childminder builds children's mathematical development, such as encouraging counting and simple addition. She supports them to use their senses and learn about the world around them. For instance, children listened carefully to the sounds of an aeroplane passing over and an owl nearby. The childminder encourages children's creative skills, such as during discussions about different shades of colours they need for their pictures. She introduces different words during activities, such as 'mountain' and 'meatballs'. This helps to extend children's vocabulary further.

### Personal development, behaviour and welfare are good

The childminder provides a safe and welcoming environment. Children form secure emotional attachments and positive relationships with her. For example, they are confident to ask her for help and invite her to join in with their games. The childminder supports children's developing understanding of the importance of healthy lifestyles well. For instance, she provides healthy snacks and daily opportunities to be physically active. Children behave well. The childminder provides clear guidance to help children manage their behaviour. For example, she uses strategies, such as distraction and talking to them about their actions.

### Outcomes for children are good

Children make progress that is typical for their age. They maintain their concentration well during activities. For example, children spend time involved in tipping and pouring water through pipes in the garden. Children use their imagination in play. For instance, they explain that their apple looks like a snail. Children build their communication and language skills well. For example, they engage in discussions with enthusiasm and use sign language.

## Setting details

<b>Unique reference number</b>	EY426948
<b>Local authority</b>	Kent
<b>Inspection number</b>	1059003
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	1 - 7
<b>Total number of places</b>	5
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	11 October 2012
<b>Telephone number</b>	

The childminder was registered in 2011 and lives in Ashford, Kent. She offers care on Monday to Friday from 7am to 6.30pm, throughout the year. The childminder has a relevant level 3 childcare qualification.

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