

Childminder Report

Inspection date	21 August 2017
Previous inspection date	24 June 2015

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 wide range of learning experiences for children to support their development. For example, children benefit from enjoyable and spontaneous learning as well as carefully planned activities.
- Children behave well. The childminder builds strong relationships with children, whose emotional well-being is effectively supported. Children naturally take turns and enjoy their time with the childminder and each other.
- The childminder has a good understanding of how children learn. She adapts her teaching well to children of different ages, and children enjoy learning. All children make good progress in their development.
- Children are confident and have good communication skills. For example, the childminder supports their language skills well with positive interactions and good conversations.

It is not yet outstanding because:

- The childminder does not consistently provide opportunities for children to build on their own ideas and think critically during creative activities.
- Sometimes, the childminder misses opportunities to support children's growing understanding of gender stereotypes and other children's individual choices.

What the setting needs to do to improve further

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

- increase the opportunities for children to explore and develop their own ideas and critical thinking during creative activities
- make the most of opportunities to support children's understanding and acceptance of each other's choices, particularly in relation to gender stereotypes.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact on children's learning.
- The inspector spoke to the childminder and children at appropriate times.
- The inspector read written feedback from parents and considered their views.
- The inspector jointly observed an activity with the childminder and discussed children's learning.
- The inspector reviewed the childminder's self-evaluation and children's learning records.

Inspector

Sarah Taylor-Smith

Inspection findings

Effectiveness of the leadership and management is good

The childminder continually strives to improve her practice. For instance, she networks with other childminders and professionals to share good practice ideas. The childminder evaluates her setting well and seeks the views of parents. For example, she has recently developed the way she tracks children's learning so she can easily review their progress. Safeguarding is effective. The childminder knows how to act in the event of any concerns about children's welfare. She has up-to-date contact information to enable her to swiftly follow the safeguarding procedures. The childminder has a good understanding of children's learning in other settings that they attend. She is able to offer good continuity of care and learning.

Quality of teaching, learning and assessment is good

The childminder has effective partnerships with parents. For example, she varies her approach to ensure that she finds the most suitable way to share information with each family. Parents are aware of their children's learning and are grateful for the childminder's caring and committed approach. Children have good support to develop their mathematical development. For instance, the childminder helps them to learn mathematical language, such as 'first' and 'second', and children spontaneously use numbers during their play. The childminder encourages children's interest in role play and children actively choose to continue their play and develop this further. For example, children are waiters or waitresses at snack time and like to serve each other.

Personal development, behaviour and welfare are good

The childminder knows individual children well and ensures that she supports their interests and needs effectively. Children receive a range of opportunities to be physically active, such as with trips to the park. The childminder gives children good support to learn about the world around them. For example, children explore words in different languages and talk about other countries that they have visited. Children are aware of their own safety, for example, they know the safest way to use scissors and comment that they need to move their fingers out of the way.

Outcomes for children are good

Children learn a good range of skills in readiness for their next stage of education at pre-school or school. They are sociable and enjoy playing games. For example, they enthusiastically choose what to play and are eager for others to join in. Children have an understanding that letters carry meaning and begin to make marks and write the letters of their names. Children show an interest in books and enjoy story time. For example, they engage in discussions about the story and show good concentration. Children show enthusiasm and a positive attitude towards learning and enjoy opportunities to be independent.

Setting details

Unique reference number	126903
Local authority	Kent
Inspection number	1089319
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 6
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	24 June 2015
Telephone number	

The childminder registered in 1999 and lives in Ashford, Kent. She offers care from 7.30am to 5.30pm from Monday to Thursday, all year round, except for family holidays. The childminder receives funding to provide free early education for children aged three and four years.

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