

Childminder Report

Inspection date	12 October 2017
Previous inspection date	9 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 places a high emphasis on healthy eating and children have a wide range of healthy and nutritious food. She successfully teaches children about the effects of food on their bodies, such as through discussion about the vitamins in different vegetables.
- Children develop well and make good progress in their learning and development. Some children make better progress than expected in some areas of development. Children are confident and self-assured.
- The childminder and her co-childminder have a good relationship. They maintain good communication and each take lead roles within their setting and know their strengths and areas for development. Children receive effective continuity of care.
- The childminder supports children's mathematical development well. For example, she plans opportunities for children to be able to build on their counting skills and learn about numerals.

It is not yet outstanding because:

- Although the childminder has good communication with other settings that children attend, this does not always include more detailed information about children's individual learning and progress.
- The childminder does not consider further ways of working with parents to learn more about children's time away from the setting to enable all children to be able to share and voice their experiences.

What the setting needs to do to improve further

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

- continue to build links with other settings that children attend to learn more specific information about their individual learning and progress
- build on partnership working with parents to help them support children to be able to voice their learning experiences from outside of the setting to further support their learning and well-being.

Inspection activities

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

Inspector

Sarah Taylor-Smith

Inspection findings

Effectiveness of the leadership and management is good

The childminder works well with her co-childminder to review their practice and identify areas for development. For example, they include the views of parents and have developed a more effective way of recording children's learning. Arrangements for safeguarding are effective. The childminder knows the signs that may indicate that a child's welfare is at risk. She has a secure knowledge of the procedures to follow if she has concerns. The qualified childminder is committed to developing her professional skills and ensures that she supports children's individual needs further. For instance, she has recently attended training to help extend her knowledge of how to better understand children who have special educational needs and/or disabilities.

Quality of teaching, learning and assessment is good

The childminder supports children to have a good level of challenge. For instance, she encourages children to consider how the train track fits together. Children develop good listening skills. For example, the childminder helps them to learn to follow instructions well to play games together. The childminder has a good understanding of children's development and she tracks their progress well. Overall, the childminder builds strong partnerships with parents. She keeps them informed about their children's progress and parents positively comment on the high quality care and education their children receive.

Personal development, behaviour and welfare are good

Children develop close bonds with the childminder and her co-childminder and they effectively support children's emotional well-being. The childminder provides good support for children who have special educational needs and/or disabilities. For example, she ensures that all children are included and have the same opportunities to achieve. Children behave well. For instance, the childminder helps them to consider each other during active play. The childminder provides experiences for children to learn about other people beyond their immediate community. For example, she introduces children to celebrations of differing cultures and religions.

Outcomes for children are good

Children develop a positive attitude towards learning and gain skills in readiness for their next stage of education at pre-school or school. Older children develop good literacy skills and know about letters and the sounds they make. They talk about letters that have personal significance to them and enjoy the opportunity to make marks. Children understand the choices they have and access a wide range of resources in a well-organised setting. Children learn about how to take responsibility and care of toys and learn to tidy up. They are inquisitive and motivated to explore.

Setting details

Unique reference number	EY299139
Local authority	Medway Towns
Inspection number	1092189
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 7
Total number of places	6
Number of children on roll	9
Name of registered person	
Date of previous inspection	9 June 2015
Telephone number	

The childminder registered in 2005. She works with a co-childminder in Gillingham, Kent. The childminder offers care each weekday from 7.30am to 6pm, all year round, except bank holidays and family holidays. She has a level 3 early years qualification. The childminder receives funding to provide free early education for children aged three and four years.

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