

Childminder report

Inspection date	1 May 2019
Previous inspection date	12 April 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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 works well with parents and builds good relationships with them. Parents comment that the childminder is professional and always makes time to talk to them about their children's well-being and development.
- The childminder provides effective opportunities for children to have a good understanding of healthy lifestyles. For example, she supports them to think about what types of food are good for their teeth and they talk about going to see the dentist.
- The childminder monitors children's learning well. She knows what they can do and how to help them develop new skills. All children make good progress in their learning and development.
- Children play well together, for example, they are keen to keep up with each other as they run around in the garden. They have good relationships with the childminder and show that they feel safe and secure in her care.
- Sometimes, the childminder does not consistently consider all aspects when planning her activities to help children further succeed in all areas.
- The childminder does not consistently use opportunities to support children to build on their knowledge of quantities and early multiplication.

What the setting needs to do to improve further

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

- strengthen the planning of activities to ensure that children have the opportunity to develop skills and succeed in all areas
- develop further the support for children to learn more about quantities and early multiplication.

Inspection activities

- The inspector read written feedback from parents and took their views into consideration.
- The inspector observed the quality of teaching and assessed the impact on children's learning.
- The inspector jointly observed an activity with the childminder and discussed children's learning.
- The inspector spoke to children and the childminder at appropriate times during the inspection.
- The inspector reviewed the childminder's policies and procedures and children's learning records.

Inspector

Sarah Taylor-Smith

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. The childminder understands her responsibility to keep children safe. She knows the signs that may indicate if a child is at risk of harm and the steps to take if she has concerns about their welfare. The childminder has appropriate links with other settings that children attend. For example, she speaks to parents and staff to help support continuity for children. The childminder reflects on her practice well and actively seeks new ideas to support her to develop her skills. For instance, she does personal research and speaks to other professionals. She recently gained a range of ideas to support her to use children's interests to help them engage in learning about the world.

Quality of teaching, learning and assessment is good

The childminder supports children to have good communication and language skills. For example, she engages them well in discussions about their play and they share stories with her from trips they have been on with their families. The childminder supports children to have good choices in their play. They behave well and listen carefully to instructions. For instance, the childminder helps them to understand a game and how to put the pieces on the board. She supports them well as they play and learn to match the colours. Children enjoy looking at books. For example, the childminder shares stories with them and encourages them to talk about what they know about the characters. They eagerly ask the childminder to continue reading to find out what happens next.

Personal development, behaviour and welfare are good

Children have good opportunities to socialise. For instance, the childminder ensures that she plans outings to toddler groups and other childminders to help children spend time in larger groups. As a result, she has observed children develop in confidence. The childminder is sensitive to the emotional well-being of children. For example, she is aware of the changes of relationships when new children come and offers good support to help all children be included in the group play. The childminder supports children well to learn about the similarities and differences between themselves and others. For instance, children talk about the size of their feet and the childminder helps them to consider if theirs are the same or different sizes.

Outcomes for children are good

Children who are moving on to school show an interest in letters. For instance, they explore games with letters and use stylus pens to press letter shapes on a board. Children learn a range of skills to help them to be ready for their next stage of learning at pre-school or school. Children enjoy being physically active. For example, they like to spend time in the garden and on trips. They are motivated and engage well in decision-making. For instance, children talk about if they would like to go to the beach or to the park.

Setting details

Unique reference number	EY280720
Local authority	Kent
Inspection number	10073345
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 5
Total number of places	6
Number of children on roll	7
Date of previous inspection	12 April 2016

The childminder registered in 2004 and lives in Sheerness, Kent. She offers care from 7am to 7pm, Monday to Friday, all year round except for bank holidays and family holidays. The childminder receives funding to provide free early education for children aged three and four years. She has a level 3 early years qualification.

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