

Childminder Report

Inspection date

26 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

- Children enjoy an inviting and exciting play environment. They learn to make choices from the good range of resources available to them and know they are able to choose where to play.
- The childminder and her assistant work well together to provide consistent learning and care experiences for children. They share observations of children's learning and explore how they can further develop children's skills.
- Children are confident and engage well in their learning. They are eager to explore and make good progress in their learning and development.
- The childminder enables children to have a good range of experiences to help them learn about other people and diversity in the world around them. For example, she helps children to explore other cultures and their festivals, and to gain an awareness of other languages beyond their own.

It is not yet outstanding because:

- The childminder's tracking of children's learning does not always precisely reflect their skills and abilities to help identify their progress even more closely.
- The childminder does not always work well enough with the other settings that children also attend to help support continuity in all areas of learning and development.

What the setting needs to do to improve further

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

- develop further the precision of tracking assessments to reflect what children already know and can do
- extend the partnership working with other settings that children also attend to share more detailed information about children's learning and development.

Inspection activities

- The inspector spoke to the childminder and her assistant at appropriate times during the inspection.
- The inspector jointly evaluated an activity of children's play with the childminder.
- The inspector observed the quality of teaching inside and outside, and assessed the impact of this on children's learning.
- The inspector viewed written feedback from parents and took their views into consideration.
- The inspector viewed documentation, such as training records, policies and procedures.

Inspector

Sarah Taylor-Smith

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder and her assistant have a good understanding of child protection issues. They know how and where to report their concerns about children's welfare. The childminder is keen to further develop her skills and has a plan in place identifying how she and her assistant will develop their skills further. Partnerships with parents are good. The childminder shares good information with them about their children's learning and development. This information helps them see the progress their children have made and helps them support their children's learning at home further. The childminder and her assistant reflect well together on the service they provide. For example, they discuss and implement plans to further develop better outcomes for children.

Quality of teaching, learning and assessment is good

The childminder extends children's knowledge and skills well. Children have good opportunities to be creative and explore their own ideas. For example, younger children excitedly explore with paint in the garden and older children enjoy creating with junk modelling. The childminder encourages children to explore their early literacy and language skills, such as through books and stories. For example, they go on trips to the library and enjoy being involved in story time. Children receive good support to learn mathematical language. For instance, the childminder and her assistant use words with children, such as 'large' and 'small', and help them to count.

Personal development, behaviour and welfare are good

Children enjoy their time with the childminder and are settled and happy in her care. The childminder and her assistant are good role models for children. For example, they have good manners and show children how to be kind and considerate of others. Children learn to listen to each other and take turns well. Children's good health and physical well-being are effectively supported. For instance, the childminder helps children learn about the benefits of drinking water and supports them to brush their teeth after eating.

Outcomes for children are good

Children learn a good range of skills in readiness for starting school. They are motivated to explore and learn. For instance, they enjoy drawing and exploring the different marks and lines they have made with a pen. Children develop good communication and language skills. For example, they talk through what they are doing, such as commenting that the sand is wet and heavy. Children learn to talk about their feelings. For instance, they articulate well how they are feeling and explain why they feel it.

Setting details

Unique reference number	EY470239
Local authority	Kent
Inspection number	996104
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	11
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2014 and her setting is in Maidstone, Kent. She offers care from 6.45am to 6.45pm on weekdays, all year round, except family holidays and bank holidays. The childminder works with an assistant. She receives funding to provide free early education for children aged two, three and four years.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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