

# Childminder Report

**Inspection date**

11 September 2015

Previous inspection date

2 March 2009

<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**

- The childminder communicates well with parents and forms good partnerships with them. She keeps the parents informed of their children's progress and development. This supports continuity of children's learning between home and the childminder's.
- Children are confident and settle easily. This helps to support children's emotional well-being. She uses effective strategies to embed clear rules and boundaries for expected behaviour. Consequently, children develop skills for their future learning.
- The childminder prioritises safeguarding and children's welfare. She has a strong knowledge of the safeguarding policies and the procedures to follow. Therefore, all children are kept safe in her care.
- The childminder provides a variety of engaging activities to interest children in their learning. This helps to develop children's communication and language skills as they talk about what they are doing and their ideas.
- The childminder demonstrates commitment to providing high quality care and learning opportunities for all children through attending regular training courses. She implements her new knowledge into her practice, which helps to raise the quality of teaching.
- The children have good opportunities to develop their physical well-being and self-care skills. This helps children to learn how to keep themselves healthy and develop good life skills.

**It is not yet outstanding because:**

- The childminder misses opportunities to further develop children's awareness of early letter recognition.
- The childminder does not always provide a wide range of opportunities for children to fully promote their understanding of differences within the wider community.

## What the setting needs to do to improve further

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

- develop opportunities for children to extend their awareness that print carries meaning, to build on their early literacy skills
- extend the range of opportunities to enable children to develop a greater understanding of differences within the wider community.

### Inspection activities

- The inspector viewed the areas of the home that children use.
- The inspector observed the childminder interacting with the children.
- The inspector sampled written documentation, including children's progress reports, policies and procedures.
- The inspector spoke to children and the childminder, and gathered views of parents.

### Inspector

Kelly Hawkins

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder is knowledgeable and experienced, and has a good understanding of the learning requirements. She has good relationships within the local community, such as with local toddler groups and other childminders, and uses these links to share ideas and training. The childminder regularly monitors and tracks the individual progress of all children accurately to support their learning and meet their individual needs. All children, including children with English as an additional language and those with additional needs, are supported well to make good progress. She shares information daily with parents and fully includes them in their children's learning and development. Parents comment positively of how informed they feel. All children make good progress due to the consistency of care and close links between the setting and home. The childminder prioritises safeguarding and supporting the welfare of the children in her care. She knows the procedures to follow should she have any concerns about children's welfare. Therefore, safeguarding is effective.

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

The childminder extends children's learning effectively because she demonstrates a good knowledge of the children's current abilities. Progress is accurately tracked, which means that the childminder is able to identify any gaps in learning and support children effectively to close these. The childminder encourages children's language and communication skills consistently. For example, she models a range of language as she plays with the children. The children have good opportunities to be independent and develop their physical skills. Children are confident when negotiating equipment and enjoy being active on a daily basis.

### Personal development, behaviour and welfare are good

Children play and explore happily, and are engaged during their time at the setting. The children develop strong and trusting relationships with the childminder. She has a good understanding of their individual needs, interests and their routines. Children have a high level of emotional well-being and sense of belonging. Children learn to behave well and are polite. This helps children to develop good social skills, respect, and value each other. Effective links with schools help to share information about children's development and their individual needs.

### Outcomes for children are good

All children make good progress, including those with additional needs. Children are independent; for example, they choose activities and participate in engaging and challenging experiences. This helps to prepare children for their move to school.

## Setting details

<b>Unique reference number</b>	EY290839
<b>Local authority</b>	Kent
<b>Inspection number</b>	833790
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	2 March 2009
<b>Telephone number</b>	

The childminder was registered in 2004. She lives in a house situated in Hildenborough, in Kent. The childminder operates her service Monday to Friday, from 7am to 6pm. The childminder holds a relevant early years qualification.

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