

# Childminder Report

## Inspection date

Previous inspection date

17 September 2015

18 April 2012

<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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Effective and regular monitoring of children's progress provides parents with up-to-date knowledge about their children's learning and development. This helps them to continue to support their children's learning at home.
- Children receive exceptional emotional support due to the childminder's high regard for children's personal development and welfare.
- The childminder has high expectations for every child to achieve. Partnerships with other professionals ensure all children receive additional support if needed. This means that children make good progress in relation to their starting points.
- Children are happy and settled in the childminder's care. They enjoy interacting and playing with their friends and the childminder.
- Children develop high self-esteem and well-being through achievable challenges. They are proud and enjoy sharing their experiences and creations with the childminder.

### It is not yet outstanding because:

- Occasionally, the childminder stops children's imaginative play to complete daily routine tasks or to look at what another child is doing. At times, this interrupts their play.
- Storage of toys and equipment does not always fully support children's developing independence.

## What the setting needs to do to improve further

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

- provide children with more opportunities to build on their interests and continue their own play
- further develop the organisation of toys and equipment in order to help children make independent choices in their play.

### Inspection activities

- The inspector took account of the views from parents spoken to on the day and parents' written feedback.
- The inspector sampled children's learning documents and assessments.
- The inspector observed activities and discussed the quality of teaching with the childminder.
- The inspector sampled a selection of policies and relevant documentation.
- The inspector spoke to the childminder and children at appropriate times during the inspection.

### Inspector

Tania Bennett

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder is very experienced. She is committed to professional development and improving her provision to meet children's needs. The childminder includes parents' and children's suggestions for improvements. This enables her to identify weaknesses in her practice and make plans to address these. Consequently, the childminder demonstrates a good capacity to improve and raise outcomes for children. Policies and procedures reflect the childminder's clear knowledge of the Early Years Foundation Stage. Safeguarding is effective. The childminder has a good understanding of keeping children safe and the procedures, including how to find further support. Children learn about differences and similarities in each other. For example, they celebrate relevant festivals and try new foods. The childminder has a good understanding of how to meet the needs of all children and their families.

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

Children enjoy learning through effectively planned and focused play based on their interests. The childminder has a good understanding and secure knowledge of how to encourage children's learning. The quality of teaching is consistently strong. Fun counting activities and number problems encourage children's mathematical development. This ensures children develop key skills ready for school. Daily conversations and play support children's thinking, language and communication skills. Parents praise the loving, caring and educational environment in which children enjoy learning through play.

### Personal development, behaviour and welfare are outstanding

Children are enthusiastic, happy and confident learners due to the excellent care and attention the childminder gives to each child. Children have close relationships with the childminder. They listen well and respond extremely positively to her comments and questions. Regular outings, walks and experiences provide excellent opportunities for children to develop safe practices. Children feel safe and secure while with the childminder. Positive behaviour management supports children. As a result, children have excellent social skills; they are respectful of each other and enjoy playing together. Children learn about healthy practices through mealtimes and developing personal care skills.

### Outcomes for children are good

All children, including children in receipt of funding, are making good progress based on their individual starting points. The children are learning to be independent in their self-care. For example, they put on their own shoes and coats. The children are well prepared for the next stage in their learning.

## Setting details

<b>Unique reference number</b>	EY277081
<b>Local authority</b>	Kent
<b>Inspection number</b>	837384
<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>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	18 April 2012
<b>Telephone number</b>	

The childminder registered in 2004. She lives in Langton Green near Tunbridge Wells, Kent. The childminder is in receipt of funding for the provision of free early education for children aged two, three and four years old. The childminder offers care from 7.30am to 6pm, Monday to Friday, all year round.

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