

Childminder Report

Inspection date	8 October 2015
Previous inspection date	5 May 2010

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 has a strong understanding and knowledge of possible child protection concerns and the procedures to follow should any arise.
- There are positive relationships with parents that encourage effective discussions about children's achievements and learning needs.
- The childminder develops close relationships with children and consistently meets their care needs. Children are confident, happy and settled in her care.
- Parents are very complimentary about the childminder and the care their children receive. For example, they comment on her enthusiasm as she helps children learn.
- The childminder reads relevant childcare publications to keep her knowledge up to date and develop her practice.

It is not yet outstanding because:

- The childminder does not always track children's progress precisely to swiftly identify and close any gaps in their learning, to ensure they make the very best possible progress.
- Children do not always have a secure knowledge of why they follow hygiene practices, such as hand washing.

What the setting needs to do to improve further

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

- strengthen monitoring of children's learning from their starting points to swiftly identify any areas in their development where they need further support so that they make the very best possible progress
- develop children's understanding of hygiene practices further to strengthen their awareness of the importance of these.

Inspection activities

- The inspector viewed the areas of the home used by children.
- The inspector observed the children and the childminder during play activities.
- The inspector had discussions with the childminder.
- The inspector checked evidence of safeguarding knowledge, and took account of the childminder's self-evaluation and the views of parents.
- The inspector sampled a range of documentation, including children's development records.

Inspector

Sue Taylor

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder effectively assesses and minimises risks to maintain a safe and secure environment. Children learn to keep themselves safe; for example, they regularly practise emergency evacuations. The childminder has good links with the school that children attend. She provides effective activities and support to help younger children prepare for their move to school. For example, she reads stories about going to school, and takes children on visits so they become familiar with the environment and teacher. The childminder regularly reflects on her practice and makes improvements. For example, improved storage for resources helps children make easier choices about their play and learning. The childminder effectively supports all children to make their own choices. For instance, she has created photographs of activities and resources which encourage children of differing ages and abilities to make their own choices.

Quality of teaching, learning and assessment is good

The childminder has a confident awareness of children's current learning needs. She plans exciting activities around their interests and next development steps. For example, they develop muscles in their hands as they enjoy exploring modelling dough, which helps support their future writing skills. The childminder encourages children's awareness of numbers and counting in different ways, which motivates them to share what they know. Children listen to the views of others and the childminder teaches them to respect people from different backgrounds. She develops children's interest in books and extends their language development well; for example, she engages them in telling the story. The childminder asks good questions that get children to think before they answer. She has regular discussions with parents to encourage them to support children's learning at home.

Personal development, behaviour and welfare are good

The childminder encourages children to be independent. For instance, they choose where they want to play or engage in activities and access the toilet when they need to. Children develop their independence skills effectively; for example, they confidently spread toppings on their wrap and cut their fruit up. Children develop their understanding of healthy eating well. For instance, the childminder provides nutritious snacks and advises parents on healthy packed lunches. Children's physical well-being is promoted securely, such as through play and learning in the fresh air. They play very cooperatively together and their behaviour is very good; for example, they happily take turns and share resources.

Outcomes for children are good

Children make good progress, typical for their age. They develop confidence and are keen to learn, which helps prepare them for school. Children gain effective skills, such as learning to hold pencils in a way that promotes their early writing skills well.

Setting details

Unique reference number	125567
Local authority	Kent
Inspection number	840533
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	5 May 2010
Telephone number	

The childminder registered in 1992 and lives in Tenterden, Kent. She holds a relevant level 3 childcare qualification. The childminder offers care Monday to Friday from 7.30am to 6.30pm, for most of the year. She is accredited to receive government funding for free nursery education for children aged two, three and four years.

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