

# Childminder Report

**Inspection date**

29 October 2015

Previous inspection date

9 February 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 children are settled and confident in the childminder's home. The children have a good sense of belonging and a high level of well-being. Parents describe the setting as a 'home from home'.
- Parents are fully included and informed of their children's progress and achievements. The childminder maintains clear links between children's homes and her setting. Children make good progress, helped by the consistency of care and learning between the childminder and the children's parents.
- The children know how to keep themselves healthy as they follow good health and hygiene routines.
- The childminder uses the local community and environment well to support children's learning. Children learn to respect the differences between themselves and others.
- The children are well behaved and polite. The childminder is a consistently good role model for their good behaviour.
- The childminder continues to evaluate and review her practice effectively. Her checks help children to have positive learning outcomes and remain engaged in interesting activities.

### It is not yet outstanding because:

- Children cannot easily find and use a range of resources to explore making marks and try their early writing skills.
- The childminder misses some opportunity to make the most of her spaces to help children gain control of their bodies to aid their physical development.

## What the setting needs to do to improve further

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

- provide every opportunity for children to use mark-making materials and implements, and to gain early writing skills
- use every opportunity for children to further develop their physical skills across the learning environments.

### 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 the parents' views.

### Inspector

Kelly Hawkins

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has a good knowledge of requirements and implements these well. She makes good links between the learning areas and her practice, to check all are covered. This helps her to engage children in stimulating activities and experiences which meet their individual needs and preferences. The childminder uses her experience well to develop her practice further in a variety of ways. For example, she works closely with other professionals to gain new ways of working. The childminder continues her training, such as through undertaking internet courses. She uses her new skills and ideas to keep children motivated to learn. The childminder gives all children individual attention, which helps everyone, including those with additional needs, to make good progress. Safeguarding is effective. The childminder has detailed safeguarding policies and procedures that underpin her practice and help to keep children safe. She knows what to do should she have any concerns regarding the children's welfare.

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

The childminder uses observations and assessments effectively to identify any gaps in children's progress and decide accurate next steps for children's learning. The childminder helps children to develop good communication and speaking skills. The childminder interacts well with children to promote such skills, such as through discussions and conversations. She asks thought-provoking questions to challenge children's thinking and gives them time to think and respond. For example, children recall memories and share stories about their recent holidays. The childminder extends their learning and shows interest; this helps children to feel listened to and valued, which boosts their confidence.

### Personal development, behaviour and welfare are good

The childminder looks after children well. They eat healthy and balanced meals, learn about healthy lifestyles and begin to understand the positive effect on their bodies. The childminder teaches the children to manage their personal needs well. Children develop skills that support their move to school effectively. For example, children learn to be kind and play happily together. They participate happily in activities and learn to share and to take turns. Children develop good social skills and show respect towards each other. The childminder has good links with local schools to aid transfers.

### Outcomes for children are good

All children make good progress. They learn to be independent throughout the routine. The children actively use mathematical language and ideas, and learn to listen well. The childminder prepares children well for the next stage in their learning.

## Setting details

<b>Unique reference number</b>	125705
<b>Local authority</b>	Kent
<b>Inspection number</b>	840540
<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>	3
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	9 February 2009
<b>Telephone number</b>	

The childminder registered in 1997. She lives in Dunton Green, in Sevenoaks, Kent. The childminder's service operates from 8am to 6pm on Mondays, Tuesdays and Thursdays throughout the year.

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