

# Childminder Report

<b>Inspection date</b>	5 November 2015
Previous inspection date	17 January 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		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The childminder meets up with other childminders to share ideas and examples of best practice. This enables her to provide children with different activities to stimulate and engage them in their learning.
- Partnerships with parents are good. Parents share information about their children's starting points, which enables the childminder to plan activities that are familiar and appropriate. This helps children to settle easily.
- The childminder knows each child's stage of development and regularly monitors their progress to ensure that children make good progress in relation to their starting points.
- Children enjoy learning through play. The childminder provides them with a good range of resources and equipment, which inspires children to explore and extend their learning.
- Children learn about the wider community when they go on regular outings and attend local social groups. This helps them to build positive relationships, and value and respect others.

### It is not yet outstanding because:

- At times, the childminder does not always organise daily routine activities to enable children to become further involved to strengthen their independence skills.
- The childminder has not fully developed partnerships with other settings children attend to share and exchange information about children's progress.

## What the setting needs to do to improve further

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

- strengthen opportunities for children to extend their independence skills
- build further on existing partnerships with other settings children attend to further support consistency in children's learning.

### Inspection activities

- The inspector viewed documentation, including policies and procedures, and children's development records.
- The inspector spoke with the childminder and the children at appropriate times during the inspection.
- The inspector observed activities in the inside and outside spaces.
- The inspector took account of the verbal and written views of parents.

### Inspector

Amanda Vidler

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good knowledge of the procedures to follow in the event of any concerns. She refreshes her knowledge of child protection regularly through training. The childminder monitors children's progress. She recognises gaps in learning and works with parents to offer specific support. The childminder has good links with other childminders and uses these to share good practice and maintain a good standard of teaching. The childminder has an appropriate early years qualification. She uses her knowledge of how children learn to organise the environment to take account of the needs, ages and interests of children.

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

The childminder's quality of teaching is good. She plans and provides a broad range of activities and resources that help to support children's ongoing development. The childminder consistently encourages children's communication and language skills as they play. She talks to them throughout activities, and listens and responds to children's ideas. For example, during the inspection, the childminder provided extra resources when children independently started to mix paint colours. She chatted and supported them to experiment with the different colours. The childminder effectively observes and assesses children's progress. She uses her assessments of children to recognise achievements and individual needs. Positive exchange of information between the childminder and parents helps to support children's learning between the setting and their home.

### Personal development, behaviour and welfare are good

Children enjoy the childminder's company and freely approach her; she gives them lots of positive praise and is genuinely interested in their play. The childminder knows the children very well and successfully anticipates when they need food, drink or a rest. Children are gaining a good understanding of the importance of a healthy diet. The childminder uses and encourages simple manners consistently. She teaches children to behave well and all children are cooperative, follow instructions and enjoy helping. The childminder helps children to learn about the importance of good hygiene practices and self-care. For example, children understand why they need to wash their hands before eating.

### Outcomes for children are good

All children make good progress in their learning and development. They are meeting, and in some cases exceeding, the range of development typical for their age. Children are developing key skills for their next stage in learning and the eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY364126
<b>Local authority</b>	Kent
<b>Inspection number</b>	835516
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 5
<b>Total number of places</b>	5
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	17 January 2012
<b>Telephone number</b>	

The childminder registered in 2007. She is located in Borough Green, in Sevenoaks, Kent. She operates her service on a part-time basis all year, except for bank holidays and family holidays. The childminder hold an appropriate level 3 qualification. The childminder receives funding to provide free early education for children aged two, three and four years.

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