

# Childminder Report

<b>Inspection date</b>	9 November 2015
Previous inspection date	14 April 2010

<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

- The childminder has a good understanding of safeguarding procedures. She knows the signs and symptoms that may indicate that a child is at risk. This helps to safeguard children.
- The childminder has excellent relationships with children and their parents. This supports children's well-being and welfare exceptionally well.
- Children make good progress in relation to their starting points. The childminder shares children's progress and development with parents.
- The childminder has a good knowledge of the children. She focuses learning experiences around their current interests. The quality of teaching is consistently strong.
- Children are happy, relaxed and settled. They enjoy playing and exploring the highly stimulating range of experiences and resources the childminder provides.
- The childminder regularly evaluates her practice and includes the views of parents and children. She is committed to improvements for children's development.

### It is not yet outstanding because:

- Occasionally, the childminder provides solutions and ideas for children rather than giving them enough time to work things out for themselves.
- Occasionally, the childminder does not fully extend children's awareness of size, shape and making comparisons.

## What the setting needs to do to improve further

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

- build further on children's ability to think about and solve problems for themselves
- strengthen opportunities to increase children's awareness of mathematics in their play.

### Inspection activities

- The inspector took account of the views from parents' written feedback.
- The inspector sampled children's learning documents and assessments.
- The inspector observed activities and the quality of teaching.
- 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 has a good understanding of her role and responsibilities. For example, she understands the need to complete suitability checks on her assistant and to meet with her to help develop her knowledge and practice. The childminder carries out regular risk assessments to identify and minimise any potential hazards. Safeguarding is effective. The childminder and her assistant know the procedures to follow should they have any concerns about a child's welfare and safety. The childminder understands the importance of working with other professionals to seek further guidance if needed.

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

The childminder uses her observations of children's learning effectively to assess and monitor their progress. She encourages parents to share what their children do at home, which helps her to plan for children's next steps in their learning. The childminder effectively supports children's developing communication and language skills. For example, she reads children stories and encourages them to sing familiar nursery rhymes and songs with her. Children develop the range of words they know and this enables them to share their thoughts, ideas and feelings. The childminder supports children's awareness of other cultures and languages. For example, she introduces and use words in her home language.

### **Personal development, behaviour and welfare are outstanding**

The childminder provides balanced and varied healthy home-cooked meals. Children enjoy a range of outdoor daily experiences and develop understanding of healthy and safe practices. For example, children learn how to climb stairs safely. Outstanding care and hygiene practices support children's development. Children's behaviour is excellent. They respond exceptionally well to the childminder's praise and encouragement. For example, during bubble play, children practised sharing and taking turns. Children feel safe and secure with the childminder, and they enjoy her cuddles and affection. The childminder places a high priority on supporting children's personal, emotional and social development. She works with schools to support and prepare children starting school.

### **Outcomes for children are good**

Children make good progress and learn at their own pace. Children are developing skills they need for the next stage in their learning, for example, self-care and social skills.

## Setting details

<b>Unique reference number</b>	EY401416
<b>Local authority</b>	Kent
<b>Inspection number</b>	831097
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	2 - 5
<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>	14 April 2010
<b>Telephone number</b>	

The childminder registered in 2009. She lives in Tunbridge Wells, Kent. The childminder receives funding to provide free early education for children aged three and four years. The childminder offers care from 7am to 7pm, Monday to Thursday all year, excluding bank holidays and family holidays. The childminder sometimes works with an assistant.

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