

# Childminder Report

**Inspection date**

10 November 2015

Previous inspection date

24 November 2011

<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 supports children's learning effectively. She plans a wide range of meaningful activities based on children's individual abilities, likes and interests.
- Assessments of children's development are accurate and precise. The childminder carefully plans for children's progress so that she meets their next steps for learning. All children make good progress and are well prepared for their future learning.
- Children develop strong bonds with the childminder through the effective settling-in procedures, which provide a gradual introduction to her home. This effectively supports children's emotional well-being.
- The childminder has a thorough awareness of possible child protection concerns. She is fully aware of the processes to follow if she has concerns about a child in her care. This helps to keep children safe from harm.
- The childminder is committed to developing her provision and her good quality teaching. For example, she attends training and undertakes research to extend her skills and knowledge.
- Children are very happy and settle quickly in their chosen play and activities. They behave well and receive lots of praise, encouragement and reassurance from the childminder for their achievements.

### It is not yet outstanding because:

- The childminder does not always extend children's mathematical learning fully, such as during daily routines.
- The childminder does not always ask effective questions to help children to think and develop their ideas further.

## What the setting needs to do to improve further

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

- develop further opportunities for children to use their mathematical skills to extend their learning further
- strengthen the use of questioning to help children develop their thinking skills further.

### Inspection activities

- The inspector observed a range of play activities and spoke to the childminder at appropriate times.
- The inspector looked at children's learning records, assessment documents and a selection of policies and procedures, and discussed self-evaluation.
- The inspector checked evidence of qualifications and suitability of the childminder and other adult members of the household.
- The inspector took account of the written views of parents.
- The inspector viewed the rooms used by children.

### Inspector

Ann Murray

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder is well organised and reflects well on her practice. She is committed to consistently improving outcomes for children and makes good use of self-evaluation to identify priorities for improvement. For example, the childminder has identified resources to extend children's creativity further, such as increasing the range of musical instruments. Safeguarding is effective and children learn in a safe environment. For example, the childminder completes thorough risk assessments to reduce risks to children. The childminder works well with parents and other settings that children attend, which supports consistency in children's care and learning.

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

The childminder has a good understanding of how to support children's learning. She provides activities that motivate and engage children well. The childminder offers a welcoming learning environment where children make independent choices from a wide range of toys and equipment. Children develop their imaginations and small physical skills well. For example, they stick leaves on to paper to create pictures. The childminder develops children's recognition of colour as they play. For example, children name the colours of bricks as they build models, talking about the ones they prefer. The childminder communicates regularly with parents and involves them effectively in their children's learning and development. This helps them to support their children's learning at home. The childminder obtains good information from parents to help her assess children's starting points accurately. She carefully reviews children's ongoing progress to help her identify and close any gaps in their learning.

### Personal development, behaviour and welfare are good

The childminder effectively develops children's self-esteem and confidence well. She offers a caring and nurturing environment for children, where they feel safe and secure. Children learn about the importance of being kind to others, which helps them develop friendships. The childminder supports children to be independent and to make decisions. For example, they are involved in making simple rules. The childminder teaches children about the importance of a healthy lifestyle. For example, children take part in cooking activities and grow vegetables in the garden. They participate in regular and enjoyable outdoor activities to promote their physical skills and good health.

### Outcomes for children are good

Children are enthusiastic and make good progress in their learning. They develop skills that prepare them for starting nursery or school. For example, they play and share cooperatively, and learn to understand and respect the feelings of others.

## Setting details

<b>Unique reference number</b>	EY216754
<b>Local authority</b>	Kent
<b>Inspection number</b>	842522
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	24 November 2011
<b>Telephone number</b>	

The childminder registered in 2002 and lives in Edenbridge, Kent. She has an appropriate childcare qualification and minds children for most of the year.

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Piccadilly Gate  
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