

Childminder Report

Inspection date

11 November 2015

Previous inspection date

21 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 keeps parents well informed and fully involves them in their children's learning and development. The good links between parents and the childminder provide continuity in meeting children's care and learning needs.
- The childminder is a good role model. Children mirror her positive language and behaviour, for example, they are polite and behave well.
- Children develop a good understanding of mathematical language and concepts through a range of play and learning opportunities. For instance, they count pieces of fruit and talk about the shape of these at snack time.
- The childminder supports children to develop their independence skills well. For example, children make their own choices and decisions about the activities they take part in. Children are well prepared for their move to school.
- The childminder has good links with other settings and professionals. She communicates with them through a range of effective strategies to share children's learning, which supports their progress well.

It is not yet outstanding because:

- The childminder has not fully considered ways to promote children's awareness of print to extend their literacy skills further.
- The childminder does not take all possible steps to build on her already good practice to further extend the quality of children's experiences.

What the setting needs to do to improve further

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

- strengthen opportunities to support children to develop their early reading and writing skills further
- strengthen the good practices even further through building on opportunities to extend knowledge and skills.

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.
- The inspector gathered the views of parents.

Inspector

Kelly Hawkins

Inspection findings

Effectiveness of the leadership and management is good

The childminder is experienced and dedicated to her role. She has made some positive changes since her last inspection. For example, she provides a broad range of activities and planned events to help children understand diversity and differences in society. The childminder knows the children's individual needs well and plans effectively to support their learning. Safeguarding is effective. The childminder follows detailed policies and procedures, and carries out effective risk assessments of her home to promote children's safety. Children learn about how to keep themselves safe. For example, the childminder discusses the importance of road safety with them.

Quality of teaching, learning and assessment is good

The childminder has a good knowledge of children's development and current abilities. She tracks their development well. This helps her to easily identify any gaps in their progress in order to offer additional support to close these promptly. Children have access to a wide range of resources and activities which support their learning. The childminder meets their individual needs and preferences effectively. She skilfully builds on children's interests to extend their learning further. For example, the childminder uses their interest in sounds and musical instruments to develop their large physical skills through moving to music. Children learn about their community and local environment well. For example, they attend musical groups and go on outings to the library and local parks. This helps children develop positive social skills and knowledge of the world.

Personal development, behaviour and welfare are good

The childminder has good relationships with children, which helps them feel secure. Children develop a strong sense of belonging, which helps them feel confident. They receive regular praise and encouragement and develop a high level of self-esteem. Children follow effective health and hygiene routines and become independent in managing and understanding their own personal care needs. They develop their physical skills effectively through a good range of opportunities. For instance, they learn to negotiate space, manage the stairs with confidence, and explore different movements through play.

Outcomes for children are good

All children make good progress in relation to their starting points, including those with additional needs. Children are ready for the move to school, and develop skills for their future learning. For example, children develop good social skills as they readily share and take turns.

Setting details

Unique reference number	EY257227
Local authority	Kent
Inspection number	837216
Type of provision	Childminder
Day care type	Childminder
Age range of children	2 - 8
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	21 May 2010
Telephone number	

The childminder registered in 2003. She lives in Staplehurst, near Tonbridge, Kent. The childminder cares for children Monday to Friday, 7.30am to 6pm, throughout the year. She holds a relevant early years qualification at level 3.

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