

Childminder Report

Inspection date	1 December 2015
Previous inspection date	11 May 2011

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 is knowledgeable about child development. She provides children with a stimulating range of activities that promote their interest and enjoyment.
- Children are becoming independent in managing their own personal needs. They follow well-established routines that promote their good health. The childminder has successfully organised her home to enable children to play freely and in safety.
- The childminder effectively supports children's well-being. For example, effective settling-in procedures allow children to develop strong relationships with the childminder.
- The childminder works closely with parents to promote children's learning and development. She uses a variety of ways to engage and involve them in all aspects of their children's learning. This helps them to support their children's learning at home.
- The childminder manages behaviour effectively to help children understand how to share and take turns. She also uses successful strategies to help children learn to value and respect each other's feelings and opinions.

It is not yet outstanding because:

- The childminder does not always make the most of all opportunities to further extend children's understanding of mathematical concepts, for example, during daily routines.
- The childminder does not always ensure that resources to promote children's imaginative play are freely available to fully support their creativity.

What the setting needs to do to improve further

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

- strengthen children's understanding of mathematical concepts even further
- ensure that resources to promote children's imaginative play are freely available to further support their creativity.

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 viewed the rooms used by children.
- The inspector discussed the childminder's knowledge of safeguarding.

Inspector

Ann Murray

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder fully understands the action to take if she has any concerns about a child's welfare. She follows effective procedures to keep children safe from harm; for example, she undertakes regular risk assessments of her home. The childminder attends regular training, such as first aid and safeguarding, to help her maintain a good level of skill and practice. She knows how to continuously improve her provision. For example, recent training on speech therapy has broadened her understanding of how to support children with language difficulties. The childminder regularly shares information with other settings about children's progress. This supports continuity in children's learning and development.

Quality of teaching, learning and assessment is good

The childminder uses information gained from her observations of children's play to effectively plan engaging activities for children. She uses a range of effective teaching methods to build on children's interests and promote their curiosity and imagination. Children gain an early interest in books. For example, the childminder reads with them enthusiastically and encourages them to point to the words as she reads. The childminder monitors children's ongoing progress to check they are working at expected levels and carefully identifies their next steps for learning. She places a good focus on promoting children's language skills. For example, she frequently talks and repeats words to extend children's vocabulary as they play.

Personal development, behaviour and welfare are good

The childminder knows children and their families well. She gathers information from parents about children's individual needs and likes. She uses this information effectively to help children settle and feel safe in her care. Children develop good social skills; for example, they attend a variety of playgroups and interact with other children. They learn to be respectful of others and behave well. This helps them to learn tolerance and understanding, which supports them emotionally for their eventual move to school. The childminder effectively supports children's physical development. For example, children have many opportunities to engage in exercise in the fresh air. The childminder allows children to take age-appropriate risks so that they develop confidence in their own physical abilities.

Outcomes for children are good

All children make good progress. They learn to be independent and enjoy taking responsibility for simple tasks, such as cutting their fruit at snack time. The childminder ensures children are well equipped with the skills they require for school. For example, they develop good language skills and are confident to choose their own play resources.

Setting details

Unique reference number	EY415949
Local authority	Kent
Inspection number	832303
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register
Age range of children	1 - 4
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	11 May 2011
Telephone number	

The childminder registered in 2010. She lives in a house in Tunbridge Wells, Kent. She holds an appropriate childcare qualification and minds children for most of the year.

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