

# Childminder Report

**Inspection date**

11 December 2015

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 uses her good knowledge of the children well to settle and engage them in learning. Children have a good sense of belonging and well-being.
- The childminder ensures that parents feel fully included and involved in their children's development. For example, she encourages them to add to children's learning records.
- Children develop good communication skills. For example, the childminder encourages conversations and encourages children to think and problem solve, through the good use of questions.
- Children are supported individually to close any gaps in their progress. The childminder uses effective ways to track and monitor children's progress and plans effectively to meet their needs.
- The childminder supports children well to develop good mathematical skills, for example, as they play.
- Well-embedded health and hygiene routines help support children's physical well-being and promote their understanding of how to keep themselves healthy.

**It is not yet outstanding because:**

- The childminder misses opportunities to promote children's understanding of ethnicities and differences within society further.
- The childminder misses opportunities to build upon her good teaching skills and knowledge to improve the progress that children make.

## What the setting needs to do to improve further

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

- extend opportunities further for children, to extend and develop their understanding of people's differences within society and the wider community
- build on the quality of teaching to extend children's learning experiences that help them make the best possible progress.

### 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 committed to her role. She uses her learning environments well and has a wide range of activities and experiences to interest and motivate children to learn. She tracks children's development regularly, ensuring all children make good progress, including those with additional needs. The childminder understands her responsibilities to meet the needs of all children. She continues to evaluate and review her practices to help improve children's outcomes. She uses a good range of ways to plan future positive developments and changes. For example, she researches on the internet and makes links with other early years providers. The childminder uses these meetings and partnerships to share and implement new ideas and activities. Safeguarding is effective. The childminder understands the procedures to follow and knows who to contact if she needs to follow up any child protection concerns.

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

Children are listened to and the childminder takes account of their interests and individual personalities in her planning. Overall, the childminder extends children's learning well, such as introducing toy animals into an activity. For example, she encourages children to problem solve and make links to the real world, asking, 'There is a sheep on the track, what should we do?' Children learn about the world around them and have an understanding of living things in the environment. For example, they grow their own fruit and vegetables in the garden and pick them to have at mealtimes. The childminder makes good links with schools as she shares children's progress and provides children with a consistency of care.

### Personal development, behaviour and welfare are good

The childminder gives all children consistent praise and encouragement. For example, she positively encourages children to try and succeed. Children show pride in their achievements and they feel valued and respected. They learn to behave well and understand the need for turn taking and sharing. Children play well together, for example during team ball games, as they show kindness towards each other. Children develop their physical skills well through a good range of opportunities. For example, they learn to balance and negotiate space as they play running games and use the scooters.

### Outcomes for children are good

Children make good progress in relation to their starting points. Children are prepared well for their move to school and gain positive skills to support their future learning. For example, they have good opportunities to develop their early reading and writing skills.

## Setting details

<b>Unique reference number</b>	EY462627
<b>Local authority</b>	Kent
<b>Inspection number</b>	938983
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 3
<b>Total number of places</b>	4
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2013. She lives in Five Oak Green, in Tonbridge, Kent. The childminder cares for children Monday to Friday, from 7.30am to 6.30pm, throughout the year. She holds a relevant level 3 early years qualification.

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