

Childminder Report

Inspection date	10 December 2015
Previous inspection date	5 October 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

- Children are happy and confident with the childminder. Children seek her out to share their memories and thoughts with her, demonstrating they are building a good sense of belonging and well-being.
- The childminder accurately tracks and monitors children's learning and development. Support is promptly given and any gaps in progress quickly close. Children make good progress in their learning.
- The childminder and her assistant keep up to date with new research and changes, and implement any new ideas into their practice. Children are interested and motivated to learn.
- The childminder supports children to be independent and meet their own needs. For example, children help prepare their own snack and this helps build on their skills for their future learning.
- The childminder extends children's learning well and makes good use of the local community and environment, and this helps give additional meaning to their learning.
- Children understand how to keep themselves healthy and follow well-embedded hygiene routines. Children develop skills, supporting their physical well-being.

It is not yet outstanding because:

- The childminder does not make the most of all opportunities to develop children's early literacy skills further, particularly for those children who enjoy learning outdoors.
- The childminder does not always manage the available space as well as she could, particularly when more than one activity is being provided.

What the setting needs to do to improve further

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

- extend children's opportunities to develop further their early reading and writing skills, particularly for those who learn best outdoors
- make better use of the available space to fully engage all children in their chosen play.

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 works well with her assistant to meet children's individual needs well. They have a good knowledge of the learning requirements, and use this to support children's progress, including for those children with additional needs. The childminder is dedicated to reviewing her practice, and that of her assistant, and uses her reflections to make positive changes. She uses many ways to evaluate her practice effectively. For example, she attends network meetings and shares ideas and activities with other professionals. This helps her to improve learning outcomes for all children. The childminder maintains close links with local schools and pre-schools, which helps her to provide continuity in how she promotes children's learning. The childminder ensures that parents feel fully included and involved in their children's progress. For example, she shares children's learning journeys and talks to parents daily. Safeguarding is effective. Both the childminder and assistant have good knowledge of the safeguarding procedure and are aware of the process to follow if they have concerns for a child's welfare. Children learn how to keep themselves safe. For example, they discuss with the childminder how to keep safe during their play and regularly practise the emergency evacuation drill.

Quality of teaching, learning and assessment is good

The childminder knows the children she cares for well. She meets their individual needs and plans age appropriate, yet challenging, next steps in their learning. She supports and extends children's learning and development effectively. For example, during sand play the children are introduced to mathematical language as they link their ages to the number of sandcastles. The childminder supports children's spontaneous play and ideas well. Children feel listened to and valued. For example, Children discuss the flags they have seen on other castles and are encouraged to use the resources to create one for their own castle. Children develop good communication, listening and speaking skills. For example, the childminder asks thought-provoking questions and uses positive language consistently as she plays alongside them, encouraging them to talk and enter into conversations with her.

Personal development, behaviour and welfare are good

Children are kind and thoughtful to each other. For example, they say goodnight to children who are going for a sleep and share out their snacks to their friends. The childminder provides a good range of activities and celebrates cultural events to build on children's understanding of diversity and differences within society. Children develop good physical skills. For example, they have regularly opportunities to negotiate space, balance and climb, and regularly build on this in the garden and out in the local environment.

Outcomes for children are good

All children make good progress from their starting points. They are being prepared with the skills they need in readiness for school. For example, children share and take turns, they are well behaved and polite, and are developing good social skills.

Setting details

Unique reference number	EY408307
Local authority	Kent
Inspection number	831653
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	13
Name of provider	
Date of previous inspection	5 October 2010
Telephone number	

The childminder registered in 2010. She lives in the town of Tonbridge, Kent. She works at times with an assistant, who is her husband. She operates Monday to Friday, 7am to 7pm, throughout the year. The childminder is in receipt of funding for her provision of free early education for children aged three and four years. She holds a relevant level 3 early years qualification.

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