

# Childminder Report

**Inspection date**

22 December 2015

Previous inspection date

19 September 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

- Children behave well. The childminder supports children to learn how to take turns and play together. She helps children to learn to respect and consider each other's needs and feelings.
- The childminder tracks children's learning well. She observes children's play and plans a good range of activities to support the next steps in their learning. All children make good progress in their learning and development.
- The childminder has good relationships with children. They settle easily and are happy and confident. This helps to promote their emotional well-being.
- The childminder has good partnerships with parents. She shares information about children's progress with them and encourages them to talk to her about what their children enjoy doing at home to promote a shared approach to children's learning.
- The childminder helps children to learn how to keep themselves safe. For example, they know to hold her hand when they go out for walks and how to go safely up and down the stairs.

### It is not yet outstanding because:

- At times, the childminder does not always model language effectively to children to help them extend their understanding of how to pronounce words correctly.
- The childminder has not fully developed her partnerships with other settings that children attend to share information about children's progress on a more regular basis.

## What the setting needs to do to improve further

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

- strengthen ways to further support children's early speech and language skills to extend their learning
- develop further partnerships with other early years settings that children attend to share information about children's learning and development more regularly to help them make the best possible progress.

### Inspection activities

- The inspector took into account the views of parents spoken to on the day and letters of recommendation.
- The inspector held a joint observation with the childminder.
- The inspector observed the quality of teaching and interactions between the childminder and the children.
- The inspector looked at a sample of the childminder's policies and procedures and children's learning records.
- The inspector spoke to the childminder and children at appropriate times during the inspection.

### Inspector

Sarah Taylor-Smith

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has good relationships with parents. She shares her policies and procedures with them to keep them well informed. Safeguarding is effective. The childminder attends regular safeguarding training to ensure that she knows what to do if she has any concerns about a child's safety and welfare. She reflects on her practice effectively. For example, she completes her own research to identify ways to improve the activities and experiences she offers to children. The childminder makes good use of her links with other childminders to share ideas to develop further her practice and raise outcomes for children.

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

The childminder has a good understanding of how children learn. For instance, she knows when to stand back and allow children to develop their own ideas and when to join in to extend their play and learning. The childminder builds on children's observations and interests. For example, when children noticed that it was windy outside, the childminder explained why they could hear the wind through the chimney and asked the children if they felt warm. Children develop an interest in books and stories. For instance, they freely access a good range of books and share these with the childminder. Children are motivated and interested in their play. They confidently follow their interests, choosing the resources they want to use from the good range that is available to them. Children progress well in their mathematical development. For example, the childminder routinely includes opportunities for children to count and to talk about colours in their play.

### Personal development, behaviour and welfare are good

The childminder is a good role model. She is friendly, caring and praises children's achievements to help them gain confidence and self-esteem. Children are independent and manage their own care needs well; for example, they are keen to put on their own socks and clothing before going outside. The childminder helps children to develop their understanding of the importance of leading a healthy lifestyle. She ensures that they have daily opportunities to play outside in the fresh air to support their physical well-being. Children have good opportunities to learn about the differences between themselves and other people. For instance, the childminder provides books and teaches children about different cultures and religions.

### Outcomes for children are good

All children make good progress in their learning and development from their starting points. They are confident learners and are keen to try new things and be involved. Children learn the key skills to help them prepare for their next stage of their learning.

## Setting details

<b>Unique reference number</b>	156703
<b>Local authority</b>	Kent
<b>Inspection number</b>	836811
<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 - 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	19 September 2011
<b>Telephone number</b>	

The childminder registered in 2001. She lives in Larkfield, Kent. She operates all year round from 7.45am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3.

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