

# Childminder Report

**Inspection date**

4 January 2016

Previous inspection date

10 November 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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 her knowledge and skills current. For example, she completes training and meets with other childminders to exchange ideas for good practice.
- Children form strong attachments to the childminder. They are confident, happy and have a strong sense of belonging.
- The childminder meets children's emotional needs well. She offers praise and encouragement to children, which supports their growing confidence and self-esteem well.
- Children develop their awareness of the community and the wider world. For example, they go out for walks, visit parks and toddler groups.
- Good partnerships between the parents and the childminder help to meet each child's care and learning needs effectively.
- The childminder understands how to provide activities that motivate and engage children in their play. Children develop the skills they need for their future learning.

### It is not yet outstanding because:

- The childminder has not fully considered ways to support her assistants' ongoing knowledge and understanding of her policies and procedures.
- The childminder does not always fully consider children's next steps in learning when planning activities to help children make the best possible progress.

## What the setting needs to do to improve further

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

- strengthen the support and guidance provided to the assistants to develop further their understanding of the policies and procedures
- strengthen planning for children's next steps in learning to help them make the best possible progress.

### Inspection activities

- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector viewed all areas of the home used for childminding.
- The inspector viewed the childminder's written self-evaluation and a range of other documentation, including evidence of her suitability and other adults.

### Inspector

June Keeler

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder knows how children learn and develop, and provides activities that meet children's interests. She uses a variety of ways to monitor children's overall progress. For instance, she uses her good knowledge of the children to recognise their abilities and achievements. Safeguarding is effective. The childminder is knowledgeable about safeguarding and child protection procedures, and knows what to do should she have any concerns about a child's welfare. She is vigilant about safety in the environment and while on outings. The childminder gains parents' views and uses these as part of her effective self-evaluation process. She encourages other early years settings that children also attend to share information to help support continuity of their care and learning.

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

Children enjoy a wide range of play opportunities and resources that cover all areas of learning. The childminder treats each child as an individual. For instance, she supported children to discover hidden treasures in melting ice at their own level of understanding. Children learned new words and developed their small physical skills during the activity, for example, as they used jugs, spoons and fishing nets. Children enjoy opportunities to play independently and receive good support from the childminder. For example, she knows when to join in their play to help extend their learning further. Children use their imagination and creative skills well, such as when acting out roles while playing with small world toys.

### Personal development, behaviour and welfare are good

The childminder has clear behaviour expectations of children and effectively teaches them to share, take turns and show respect for each other. For instance, the childminder supported children to happily take turns with the role play handbags and toy buggies. Children are confident to talk to adults about what they are doing and what they like to do. The childminder promotes a healthy lifestyle for children. For example, she ensures that children's meals are healthy and balanced and that they have access to drinking water at all times. Children benefit from regular fresh air and exercise. The childminder promotes children's independence skills in everyday activities. For instance, the childminder encourages children to pour water from jugs and choose toys they wish to play with.

### Outcomes for children are good

All children make good progress in their development and are motivated to learn. They learn a variety of skills that prepare them effectively for the next stage in their learning.

## Setting details

<b>Unique reference number</b>	EY303118
<b>Local authority</b>	Kent
<b>Inspection number</b>	827077
<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 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	10 November 2009
<b>Telephone number</b>	

The childminder registered in 2005. She lives in Kings Hill, West Malling, Kent. She offers her service all day Monday to Friday throughout the year except for bank holidays and family holidays. The childminder receives funding to provide free early education for children aged three and four years. She occasionally works with assistants.

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