

Childminder Report

Inspection date

5 January 2016

Previous inspection date

13 July 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

- The childminder supports parents' engagement effectively. She keeps them well informed and fully involved in their children's learning and development. This enables clear links between home and the setting that support children's ongoing progress.
- Children are well behaved and polite. The childminder supports this behaviour, for instance, by being a positive role model.
- Children develop good communication, listening and speaking skills. The childminder supports their development well, for example, she talks to them during activities.
- The childminder maintains good communication with other early years professionals to promote a consistency of care and learning.
- The childminder keeps up to date with new ideas, engaging children in new learning opportunities.
- The childminder teaches children good mathematical skills through activities and play. This helps to prepare children for the move to school.

It is not yet outstanding because:

- The childminder does not always make the most of all areas of the environment to provide activities and resources that help children develop their early literacy skills.
- The childminder does not routinely make the best possible use of the monitoring and tracking of children's development to promote their progress further.

What the setting needs to do to improve further

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

- extend opportunities for children to develop their literacy skills further across all areas of the environment
- strengthen the monitoring of children's ongoing progress to improve further the identification of any gaps in children's learning.

Inspection activities

- The inspector viewed the areas of the childminder's 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 at convenient times.
- The inspector gathered the views of parents.

Inspector

Kelly Hawkins

Inspection findings

Effectiveness of the leadership and management is good

The childminder is experienced and understands her role well. She makes individual observations and links them well to children's next learning steps. Children of all ages and abilities make good progress, including those with additional needs. The childminder keeps up to date with new research and ideas, and implements these well into her policies and practice. The childminder regularly evaluates and reviews her practice. She makes positive improvements to maintain a good quality of teaching for the children. For example, she regularly reviews and rotates resources, activities and experiences to keep them new and interesting, to motivate children to learn. Safeguarding is effective. The childminder fully understands the procedures to follow and knows who to contact to report any concerns about children's welfare. The children learn how to manage risks and keep themselves and others safe. For example, during regular trips to the beach the childminder encourages them to consider the tide and explore the surroundings safely.

Quality of teaching, learning and assessment is good

The childminder knows each child's personality and plans to meet their individual needs and interests well. The childminder supports children's learning and takes their lead, extending upon their chosen activity or play. For example, she used a familiar storybook to give further meaning to their learning as children linked puppets to the story. Children talked positively about previous activities, such as cooking activities that made links to the real world. For example, they knew that they made tree cookies to celebrate Christmas.

Personal development, behaviour and welfare are good

Children are confident, happy and settled. The childminder gives constant praise and encouragement, promoting children's good level of emotional well-being. Children are valued and listened to. They develop good physical well-being during daily exercise and play in the fresh air. For example, children negotiate space well as they move and have an awareness of others as they do so. Children follow good health and hygiene routines that help them understand how to keep themselves healthy. The childminder supports children's understanding of people's similarities and differences within society well. This helps encourage children to be respectful and kind towards others.

Outcomes for children are good

All children make good progress in their learning and development. They develop good social skills, such as taking turns and sharing. This prepares them well for their future learning.

Setting details

Unique reference number	125647
Local authority	Kent
Inspection number	840537
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 7
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	13 July 2010
Telephone number	

The childminder registered in 1988 and lives in Sevenoaks, Kent. She works with another childminder. The childminder cares for children Tuesday to Thursday from 8am to 6pm. She holds a relevant teaching qualification.

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