

Childminder Report

Inspection date	12 January 2016
Previous inspection date	19 April 2011

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 provides a range of varied and interesting activities to engage children in their learning. The childminder and her assistant effectively promote children's interests and children make good progress in their development.
- Children settle quickly in their learning and eagerly explore their surroundings. They build strong relationships with the childminder and her assistant, which effectively helps to support their confidence and emotional well-being.
- The childminder carefully implements her policies and procedures to keep children safe. For example, she undertakes risk assessments of her home and effectively minimises any hazards.
- The childminder manages children's behaviour well. She praises children's efforts to celebrate their individual achievements. This supports children's enthusiasm to learn.
- Children learn to cooperate in their play with other children and develop good social skills. For example, they learn to be polite and to share and take turns.
- The childminder skilfully monitors children's ongoing progress. She identifies and narrows any gaps in children's learning.

It is not yet outstanding because:

- The childminder does not always make the most of opportunities to challenge children to think deeply and to find out more during their play.

What the setting needs to do to improve further

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

- provide more challenges to help children to think more deeply and be curious to find out more in their play

Inspection activities

- The inspector observed a range of play activities indoors and outdoors.
- The inspector spoke to the childminder at appropriate times during the inspection.
- The inspector looked at children's learning records, assessment documents and a selection of policies and procedures, and discussed self-evaluation.
- The inspector took account of the written and verbal views of parents.
- The inspector checked evidence of the qualifications and suitability of the childminder and her assistant.

Inspector

Ann Murray

Inspection findings

Effectiveness of the leadership and management is good

The childminder demonstrates a professional attitude to caring for children. She provides guidance for her assistant and encourages her to attend training to develop her role. The childminder reflects on her practice carefully, using feedback from parents. She attends training to update her knowledge, which has a positive impact on the children in her care. For example, her training has extended her understanding of how to promote children's musical skills. The childminder communicates well with parents about their children. This shared approach helps parents understand how to support their child's learning at home. She also shares information with other settings that children attend. This helps to ensure that children receive consistent care and learning experiences. Safeguarding is effective. The childminder knows the procedures to follow should she have a concern about a child in her care, which helps her to keep children safe and protect them from harm.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of how to support children's development. When children start, the childminder gathers information from parents about their children's likes, dislikes and abilities. This helps her to plan engaging activities to ensure children learn through play. Children develop good mathematical skills. For example, they complete number puzzles and count regularly. The childminder uses ongoing assessment to identify where children are in their learning and plan for their next developmental steps. She shares this information with parents to involve them in their children's learning. The childminder develops children's early writing skills effectively. For example, they use chalks to make marks in the garden. Teaching is of a good standard and all children, including disabled children and those who have special educational needs, progress well.

Personal development, behaviour and welfare are good

The childminder is kind and caring towards children and provides a nurturing environment. She effectively supports children's decision-making skills. For example, she encourages them to decide what they would like for their snack, and what activities they want to do. Children learn about the importance of being healthy. For example, they take part in regular outdoor exercise and talk about healthy food choices. The childminder encourages children to take well-managed risks and teaches them how to keep safe. For example, they learn to use safety knives independently as they help prepare their fruit snack. They also learn about aspects of road safety and participate in planned emergency evacuations.

Outcomes for children are good

Children make good progress and are happy, enthusiastic learners who have the skills and are well-prepared for their future learning.

Setting details

Unique reference number	EY416837
Local authority	Kent
Inspection number	832387
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	12
Number of children on roll	8
Name of provider	
Date of previous inspection	19 April 2011
Telephone number	

The childminder registered in 2010. She lives in Tunbridge Wells. The childminder holds a childcare qualification at level 3 and works with an assistant. She cares for children for three days a week, throughout the year.

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