

# Childminder Report

**Inspection date**

21 January 2016

Previous inspection date

18 March 2010

<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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The childminder obtains good information from parents about children's starting points. This helps her to provide activities and experiences which motivate and engage children in their learning.
- There are very effective partnerships with parents and other settings children attend. This shared approach helps to provide consistency and continuity in children's care, learning and development.
- The childminder provides children with a good range of stimulating resources, which she changes and updates regularly to effectively meet children's individual needs.
- Children make good progress and are well prepared for their next stages in education.
- The childminder has a good understanding of safeguarding and her responsibility to provide a safe and secure environment for children.
- Children's behaviour is good. The childminder focuses on helping children to listen, be helpful and try things for themselves. Children are confident, independent and very happy.

### It is not yet outstanding because:

- The childminder does not always effectively use her knowledge of children's achievements to precisely target their next steps to help them 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 further the monitoring processes to identify children's achievements and use these precisely to raise outcomes for children from good to outstanding

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector carried out discussions with the childminder at appropriate times.
- The inspector sampled the childminder's planning, suitability checks and children's records.
- The inspector took account of the views of parents.
- The inspector looked at the areas of the premises used for childminding.

### Inspector

Lynn Grinsell

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder implements good procedures to help protect and keep children safe. She carries out effective risk assessments to ensure the areas children use are safe. For example, hazards identified by risk assessments and accidents are rectified immediately. The childminder has a good knowledge of child development and she uses real experiences to help children discover for themselves. She uses self-evaluation to identify her professional needs and regularly arranges and attends training to develop her skills. For example, the childminder arranged training on social and communication difficulties for herself and other childminders in the area. The childminder provides helpful information for parents on children's progress and she works closely with them to meet children's needs.

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

The childminder uses observations and information from parents to plan activities based on the children's interests. She organises play activities around all areas of learning and children's interests. For example, she observed children's interest in trains and provided relevant activities to increase their enjoyment and learning experiences. The childminder provides specific resources, such as dressing up, to link in with the children's favourite films. Children learn skills to support their independence while they dress themselves as their favourite character. The childminder effectively supports children's communication and language skills. For example, she asks children questions and talks to them while they play.

### Personal development, behaviour and welfare are outstanding

The childminder provides a highly stimulating environment where children are extremely happy and relaxed. They are encouraged to 'have a go' and are always recognised for their achievements. This helps to support their emotional well-being and confidence. Children have excellent opportunities to learn from real-life experiences. For example, the children have made a map that they use to mark the different places they visit on. This helps to develop their awareness of where local amenities are in relation to the childminder's house. The childminder teaches children to respect others' differences, feelings and opinions and promotes their social skills extremely well. Children learn about healthy lifestyles exceptionally well. They have very balanced, nutritional meals and learn to manage their own personal care routines.

### Outcomes for children are good

Children are happy and are working at the expected levels for their ages. They are developing practical skills in preparation for the next stage in their learning.

## Setting details

<b>Unique reference number</b>	126811
<b>Local authority</b>	Kent
<b>Inspection number</b>	825384
<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>	2 - 5
<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>	18 March 2010
<b>Telephone number</b>	

The childminder registered in 1998. She lives in Tonbridge, Kent and is open from 7.30pm to 6pm almost all year round. The childminder holds an appropriate early years qualification.

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