

Childminder Report

Inspection date	26 January 2016
Previous inspection date	6 February 2012

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 highly stimulating environment with a wide range of activities and resources. This helps to effectively promote children's interest and motivation in all areas of learning.
- Children make good progress in their development. The childminder gains information from parents when children first start to support their individual needs and interests.
- The childminder provides regular opportunities to involve parents in their children's development, such as daily discussions and sharing journals. This helps promote consistency in learning and care.
- The childminder encourages children to investigate and extends their learning. For example, she introduces other resources into activities to build on their understanding.
- The childminder completes thorough risk assessments and practises emergency evacuations with children. This assists children to be able to play safely in their environment and helps promote their awareness of keeping themselves safe.

It is not yet outstanding because:

- The childminder's assessment processes are not always precise and sharply focused to rigorously show children's development and progress over time.
- The childminder does not always explore ways to further develop her partnerships with other settings that children attend to share a wider range of information about children's learning.

What the setting needs to do to improve further

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

- strengthen the good assessment procedures already in place, to track children's ongoing progress more rigorously
- continue to develop partnerships with other settings children attend to share a wide range of information and support their learning further.

Inspection activities

- The inspector spoke to the childminder at various times throughout the inspection.
- The childminder viewed all parts of the premises used for childminding.
- The inspector observed children engaged in activities.
- The inspector viewed a range of documentation.
- The inspector spoke to parents and took account of their written views.

Inspector

Sarah Stephens

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a secure understanding of child protection signs that would cause her concern about a child's welfare and the processes to follow. This helps keep them safe from harm. The childminder keeps her practice up to date. For example, she completes regular training to improve her knowledge and skills. She uses the views of parents and children to evaluate her service. This helps promote better outcomes for children. Parents are very happy with the service the childminder offers. They comment that she is professional, organised and experienced.

Quality of teaching, learning and assessment is good

The childminder effectively promotes children's learning and development. She uses the information from her observations well to plan for their next stage in development. The childminder uses continual discussion and repeats back children's early words. This helps promote their communication and language. The childminder provides activities to encourage children to use their senses. For example, they explore and investigate frozen objects. She extends children's learning and asks them questions to help them to think for themselves, such as, 'How can we get rid of the ice?' This supports children to form their own ideas and discover how and why things change. Children build their mathematical development. For instance, the childminder asks them to find numbers which are relevant to them. She promotes their literacy development, for example, by sounding out letters. These are important skills they need for their next stage in learning.

Personal development, behaviour and welfare are good

Children learn about healthy lifestyles. For example, the childminder provides daily opportunities for children to be physically active and provides nutritious options at mealtimes. She promotes good hygiene routines, such as encouraging children to use tissues to wipe their noses and washing their hands afterwards. This helps support their good physical health. Children build a positive view of themselves. The childminder provides them with ample praise and encouragement to boost their confidence and emotional well-being. She offers a wide range of opportunities to help children learn about the world around them. This encourages them to respect and value each other's differences. Children behave well and demonstrate friendly behaviour towards each other. The childminder provides them with clear guidance and explanations of how to manage their own behaviour.

Outcomes for children are good

Children make good progress which is typical for their stage of development. They gain extremely good levels of independence. For example, they cut their own fruit and tidy up after activities. They gain the skills they need to prepare them for their move to school or nursery.

Setting details

Unique reference number	125994
Local authority	Kent
Inspection number	936114
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	7
Name of provider	
Date of previous inspection	6 February 2012
Telephone number	

The childminder registered in 1998 and lives in Tonbridge, Kent. She offers care all day, Monday to Friday, throughout the year.

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