

# Childminder Report

**Inspection date**

27 January 2016

Previous inspection date

20 July 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 knows the children well and has a good understanding of how they learn. She plans the learning environment to allow children to explore and extend their learning experiences. This contributes to the good progress children make.
- Children are very happy, confident and settled. They have formed extremely secure, warm and loving relationships with the childminder. This supports their emotional well-being effectively.
- Partnerships with parents are good. The childminder shares information with them regularly about their children's learning and development.
- Children learn to consider the needs and feelings of others and are supported to successfully manage their emotions and feelings. They understand how to keep themselves safe within the home environment and on outings.
- The childminder rigorously evaluates her strengths and weaknesses to identify areas to improve.

### It is not yet outstanding because:

- The childminder does not always fully encourage parents to contribute their children's achievements at home to strengthen the shared approach to supporting children's learning.
- The childminder does not always make the best possible use of her good, detailed observations of children to precisely plan for their next steps in 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 shared approach to children's learning even further by encouraging parents to be more fully involved in contributing their knowledge and understanding of their children's achievements
- develop further the already good use of observations to raise outcomes for children from good to outstanding.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector discussed a planned activity with the childminder.
- The inspector checked relevant documentation.
- The inspector took account of written feedback by parents.

### Inspector

Lynn Grinsell

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands how to manage and minimise risks for children. She is clear about her responsibilities and the procedures to follow if she has any concerns about their safety. She updates her knowledge and skills to help improve her practice and attends relevant training regularly. She constantly reflects on the service she provides and gathers feedback from parents and children to help identify aspects of her practice to improve further. Parents comment positively on the dedication of the childminder and the care she provides for their children.

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

Children make good progress. The childminder has good teaching skills and knows how to support children to help them learn through play. For example, she plays alongside the children to encourage and extend their language and communication skills and builds on their learning through planned topics. For example, the childminder encouraged the children to measure their feet and compare the different sizes. This introduced mathematical language and helped the children to develop an awareness of how their bodies grow. The childminder incorporates trips out in her daily routines. For example, she takes children to local shops to buy groceries. She extended this activity further and provided children with opportunities to explore bar codes and technology back at her setting.

### Personal development, behaviour and welfare are outstanding

The childminder supports the children exceptionally well. An excellent settling-in process helps her to build very effective working relationships with the family and children. She supports children to help them feel secure. For example, she encourages parents to leave photographs of family members and items from home, to help children feel confident in their new surroundings. Children behave exceptionally well. The childminder teaches children to understand her expectations of their behaviour in a gentle but firm manner. Children have excellent emotional well-being and confidence. The childminder celebrates their achievements and provides praise when they persist with difficult activities. Children's physical well-being is supported exceptionally well. They learn about the importance of exercise and eating healthy, nutritious food. For example, they grow and cook food with the childminder. Children develop an excellent understanding of the differences between themselves and others. They celebrate various festivals throughout the year to extend their knowledge of the wider world.

### Outcomes for children are good

Children make good progress from their initial starting points. They are independent, confident and ready for the next stage in their learning.

## Setting details

<b>Unique reference number</b>	126215
<b>Local authority</b>	Kent
<b>Inspection number</b>	825370
<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 - 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>	20 July 2010
<b>Telephone number</b>	

The childminder registered in 1993 and lives in Tunbridge Wells, Kent. She offers childcare 5 days per week from 8am to 6pm, almost all year round.

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