

# Childminder Report

**Inspection date**

25 April 2016

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 children are comfortable, happy and enjoy their time with the childminder. For example, they giggle as they go to her for cuddles and eagerly involve her in their play.
- The childminder helps the children to have good communication and language skills. For example, the childminder supports them consistently by signing as she speaks and extends their vocabularies. Children are confident talkers and eager to join in conversations.
- The childminder values the children's views and interests. For instance, the childminder encourages them to make choices and follows their lead during play, which promotes their independence well. The children know their views will be listened to. They make good progress in their learning and development.
- The childminder tracks children's learning carefully to ensure that they continue to make good progress in all areas of their development. The parents receive regular updates on their children's progress and achievements.

### It is not yet outstanding because:

- The childminder has not fully established how she provides support for parents to continue their children's learning at home.
- Sometimes, the childminder does not explain fully to children how to keep themselves safe.

## What the setting needs to do to improve further

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

- extend the support given to parents to enable them to continue their children's learning at home
- increase the support that the children receive to understand how to keep themselves safe.

### Inspection activities

- The inspector observed the quality of the childminder's teaching and its impact on learning.
- The inspector viewed all areas of the house used for childminding.
- The inspector read the childminder's feedback from the parents.
- The inspector undertook a joint observation of children's play with the childminder.
- The inspector discussed the childminder's risk assessments, self-evaluation and the children's progress.

### Inspector

Sarah Taylor-Smith

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder uses self-evaluation well and ensures that she continually evolves her practice. She develops worthwhile learning experiences for children through good use of professional development, which includes personal research and training. For example, the childminder has extended the ways in which she helps children understand healthy lifestyles since becoming registered. The childminder seeks the parents' views of her service and values their input to help develop many of the outcomes for children. Safeguarding is effective. The childminder is confident in what to do if she has any concerns about the children in her care. She has good relationships with the other settings that children attend and shares valuable information about the children's learning to promote consistency.

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

The childminder has a good understanding of how the children learn and develop. She carefully observes their learning, and provides experiences to stimulate and interest them. The childminder encourages the children to reflect on what activities they enjoy and what they would like to do in the future, which helps to keep them purposefully engaged. The childminder encourages the children to explore the natural world and she develops their physical skills well. For example, she takes children on regular, stimulating trips to the woods. The children receive good support to learn about early mathematics; for instance, the childminder helps them learn to count while they play with pasta.

### Personal development, behaviour and welfare are good

Children have a strong sense of belonging in the childminder's welcoming home. For example, all children have their own photographs to show them where their personal belongings are and can access these when needed. The childminder supports children's personal, social and emotional development well. For instance, she ensures that they have a range of social experiences that develop their confidence in meeting others. The children receive good support to learn about other people who are different from themselves. For example, they learn about others' celebrations, and learn to respect and value others' views.

### Outcomes for children are good

The children are confident, eager to explore and are curious to understand their surroundings. For instance, young children point outside to gain the childminder's attention and discuss what they have seen. Children are independent and keen to complete tasks for themselves. They learn to manage their personal needs and enjoy being helpful. The children are well prepared for their next stage of learning and for starting school.

## Setting details

<b>Unique reference number</b>	EY458615
<b>Local authority</b>	Kent
<b>Inspection number</b>	933032
<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 - 6
<b>Total number of places</b>	4
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2013 and lives in Edenbridge, Kent. The childminder provides childcare from 8am to 6pm on weekdays for most of the year. The provider receives funding to provide free early education for children aged two, three and four years.

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