

Childminder Report

Inspection date

24 June 2016

Previous inspection date

8 October 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 regularly evaluates her practice. She is committed to making positive changes. This helps her to engage and motivate children further in their learning.
- There are good opportunities for children to develop skills for their future learning. For example, children develop simple mathematical awareness as they count.
- Children of all ages have good opportunities to explore and investigate the natural world. For example, they observe bees and discuss how they make honey.
- The childminder supports children to develop good physical skills. For example, they climb and balance on large equipment and develop hand-eye coordination by using one-handed tools, such as tongs.
- Parents are fully involved in their children's progress and development. This supports the good progress that children make through a consistency in their care and learning.
- Children have secure, trusting relationships with the childminder and they develop a good level of pride in their achievements and positive self-esteem. They engage well in their learning.

It is not yet outstanding because:

- At times, the childminder does not give children sufficient time to think and respond to her questions to develop their communication and speaking skills even further.
- The childminder does not always fully encourage children's understanding of similarities and differences within society.

What the setting needs to do to improve further

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

- extend the time given to children to think and respond to questions to develop their communication and speaking skills even further
- improve children's opportunities to fully understand and value people's similarities and differences beyond their own experiences.

Inspection activities

- The inspector viewed the areas of the childminder's home that children use.
- The inspector observed the childminder interacting with the children.
- The inspector sampled written documentation, including children's progress reports, policies and procedures.
- The inspector spoke to children and the childminder at convenient times.
- The inspector gathered the views of parents.

Inspector

Kelly Hawkins

Inspection findings

Effectiveness of the leadership and management is good

The childminder knows how children learn and uses her knowledge successfully in her everyday practice. Children have their learning needs met well. The childminder plans age-appropriate and challenging activities to prepare children for the next steps in their learning. She carefully monitors and tracks their progress on a regular basis. This helps her to identify any development gaps promptly and ensure that they close. The childminder is keen to build upon her professional knowledge further. For example, she works closely with other early years providers and they observe practice and highlight training needs together. For instance, the childminder attended training to improve the learning environment and activities that she provides. This encourages children to make good progress as they engage in new and interesting learning experiences. Safeguarding is effective. The childminder has a good understanding of the safeguarding policies and procedures to follow and who to contact to protect the welfare of children.

Quality of teaching, learning and assessment is good

The childminder prepares children well for school. She visits the schools that they are due to attend and shares useful information about their learning with teachers. The childminder extends children's learning well and spontaneously builds upon their play to include their interests. For example, children who enjoy reading about fish create their own pictures of rainbow fish and visit the local garden centre to watch real fish swim. The childminder encourages children's creative skills and imagination. Children have fun as they use and manipulate the 'magic sand' and modelling dough.

Personal development, behaviour and welfare are good

The childminder is a positive role model and children are polite and behave well. Children develop good social skills to support their future learning. For example, they are patient, share and take turns. Children develop good physical well-being. They understand the importance of healthy eating and they actively help to prepare vegetables and fruits at snack times. The childminder supports children's ongoing learning well. For example, for children who show an interest in dolls, she encourages children to wash and dress them. This helps the childminder to make good links to health and hygiene routines and young children begin to develop understanding of their personal care needs.

Outcomes for children are good

Children are confident and keen to learn. They have good opportunities to gain skills that prepare them well for school. Children develop good early writing skills. For example, they use different materials and resources to make and give meaning to their marks. Children gain a positive interest in reading materials, such as story and factual books, and other forms of the written word, such as magazines.

Setting details

Unique reference number	125858
Local authority	Kent
Inspection number	1048648
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	6
Number of children on roll	8
Name of registered person	
Date of previous inspection	8 October 2014
Telephone number	

The childminder registered in 1987. She lives in Tunbridge Wells, Kent. The childminder cares for children Monday to Friday, from 7am to 6.30pm, all year round.

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