

Childminder Report

Inspection date

30 June 2016

Previous inspection date

7 May 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 builds good relationships with other early years professionals. She supports children to make good progress through sharing information to promote consistency in their care and learning.
- Effective use of the community extends children's interests and learning. For example, they participate in regular trips and explore the world around them.
- The childminder is a positive role model. Children are polite and behave well. For example, they automatically say 'please' and 'thank you' in the correct context.
- Children develop good skills to support their future learning. For example, they develop simple mathematical understanding as they compare and match weights.
- The childminder knows the individual children well. She supports them to be confident and to settle well. They demonstrate secure and trusting relationships with the childminder and show good levels of emotional well-being and self-worth.
- The childminder encourages parents to play an active role in their children's progress and development, to help children make consistently good progress.

It is not yet outstanding because:

- The childminder does not take all opportunities to encourage children to enjoy books, to help develop their early reading abilities.
- The childminder does not build on opportunities to develop children's understanding of the similarities and differences between people in society.

What the setting needs to do to improve further

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

- create more opportunities to develop further the children's interest and enjoyment in books, to fully promote their early reading skills
- extend children's understanding of similarities and differences of people in the wider community, to help them learn more about diversity.

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 and gathered the views of parents.
- The inspector and the childminder evaluated the effectiveness of an activity together.

Inspector

Kelly Hawkins

Inspection findings

Effectiveness of the leadership and management is good

The childminder regularly evaluates and reflects on her practice. She has made positive changes since her last inspection to improve the outcomes for children's learning. She carries out observations on how children use resources and engage in activities, to make the best use of the learning environment. The childminder uses professional development to meet the specific needs of children she cares for. For example, she has developed her knowledge of the different ways in which children communicate, to help them develop good communication skills. The childminder plans for all children on an individual basis. She monitors and tracks their progress effectively, to identify any delays in their progress and promptly narrow any gaps in their learning. The childminder is confident in her understanding of the safeguarding policies and the procedures to follow if she has any concerns about a child. She minimises potential risks in the environment and regularly completes thorough risk assessments. Safeguarding is effective.

Quality of teaching, learning and assessment is good

The childminder successfully builds on the children's chosen play and their interests to extend their learning. For example, children who showed an interest in bats visited a real bat cave and make their own dark dens. The childminder ensures children have good opportunities to develop their imaginations and to participate in role play. For example, children march as soldiers and pretend to visit fairies in a fairy garden. The childminder prepares children well for their move to school and children enjoy her involvement as they visit the schools prior to them starting.

Personal development, behaviour and welfare are good

The childminder encourages children to take an active role in caring for living things. For example, they enjoy feeding the pet rabbits. Children understand how to handle them and respect their space. Children develop good physical abilities. For example, they play games that require skills, such as jumping, and explore more challenging equipment at parks. The childminder helps children to develop good physical well-being and to understand the importance of healthy eating. For example, children enjoy picking and preparing the tomatoes they grow and try these at snack time.

Outcomes for children are good

All children make good progress in their learning. Children gain good skills to support them for the move to school. They develop good social skills. For example, they participate in activities and play games that require a level of maturity as they share, compromise and wait for their turn. Children develop good early writing skills. They use different resources to make a variety of marks. For example, they paint and discuss what they are creating.

Setting details

Unique reference number	EY404943
Local authority	Kent
Inspection number	1049331
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 3
Total number of places	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	7 May 2014
Telephone number	

The childminder registered in 2010. She lives in Edenbridge, Kent. The childminder cares for children Monday to Friday, from 7.30am to 6.30pm, all year round. The childminder receives funding to provide free early education for children aged two, three and four years. The childminder holds a relevant early years qualification at level 3.

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