

Childminder Report

Inspection date

5 July 2016

Previous inspection date

3 June 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	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 monitors children's progress carefully and devises effective plans to support any identified individual needs.
- The childminder prepares the older children well for their future learning. She supports them well in their early and reading and writing skills. For example, she sounds out words to help their progress.
- The childminder keeps up to date with legislative and practice changes, and improves her teaching skills.
- Children benefit from a positive settling-in procedure and gain a clear sense of belonging. The childminder knows the children very well and adapts activities to each child's learning needs effectively.
- The childminder supports the children's well-being effectively. She praises them and builds on their developing self-esteem.
- Children are well motivated to learn and develop good levels of independence. They initiate their own play confidently.

It is not yet outstanding because:

- The childminder does not fully involve the children in evaluating her provision to help pinpoint where improvements can be made to their experiences.
- The childminder does not provide the best opportunities to strengthen children's understanding of technology and how things work.

What the setting needs to do to improve further

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

- involve children as effectively as possible in the evaluation of the service provided and seek their views on how to improve their experiences even further
- build on children's understanding of technology to help them learn how some things work for a purpose.

Inspection activities

- The inspector observed interactions between the childminder and children.
- The inspector conducted a joint observation with the childminder.
- The inspector sampled documentation, including that relating to planning, children's development records, policies and procedures.
- The inspector took into account the written views of parents and talked to children.
- The childminder gave the inspector a tour of the premises.

Inspector

Susan Allen

Inspection findings

Effectiveness of the leadership and management is good

Partnerships with parents and with schools that children also attend are effective. For example, the childminder shares children's next learning steps. This helps promote good progress. The communications with parents have improved since the last inspection and the childminder now effectively encourages children's home learning. She has attended a number of courses and relevant training, which have had a positive impact on her practice and teaching skills. For example, a course on supporting children's communication skills has helped her to extend children's vocabularies. Safeguarding is effective. The childminder knows what to do if she has a concern about a child's welfare and who to contact. She has a clear understanding of her role in protecting children and keeping them safe.

Quality of teaching, learning and assessment is good

The childminder develops children's communication and language skills effectively. For example, she adds words, such as 'interval', when children are conducting a puppet show. The childminder asks lots of questions that encourage children to think. She is alert to promoting equality and challenges stereotypical views. For example, children discuss how pink is not only a girl's colour, and both boys and girls can be firefighters, ballet dancers and footballers. The childminder prepares children well for the next stage of their learning in a number of useful ways. For example, she promotes mathematics effectively when children play games, and they learn about the opposite of heavy, and about shapes and colours.

Personal development, behaviour and welfare are good

The childminder is a good role model to children who behave well. She teaches children how to keep themselves safe and be aware of possible dangers. For example, in the home, children learn about the risk of tripping over toys and they undertake fire drills. Children develop warm attachments to the childminder who helps them to feel confident and secure. Children develop their physical skills effectively. They learn about the world through a wide range of interesting experiences. These include visits to the park, local farms and walks. The childminder extends children's understanding about healthy lifestyles. For example, children eat healthy snacks and know these have a good effect on their bodies.

Outcomes for children are good

Children make good progress from their starting points and gain useful skills for school. They are aware of their own needs and how to manage them. They develop good social skills and learn to get on with other children. Children learn to respect others' differences.

Setting details

Unique reference number	EY422803
Local authority	Kent
Inspection number	1049419
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	5 - 6
Total number of places	6
Number of children on roll	2
Name of registered person	
Date of previous inspection	3 June 2013
Telephone number	

The childminder registered in 2011. She lives in Tunbridge Wells, Kent. The childminder operates her service Monday to Friday from 7.45am to 6.30pm, all year round. She has a recognised childcare qualification at level 3.

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