

Childminder Report

Inspection date	18 July 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	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 qualified childminder continues to increase her childcare knowledge, and develop her teaching skills and care practices. For example, she reads appropriate publications and researches online to gain new ideas and keep updated with current guidance.
- The accurate monitoring of children's development helps the childminder to quickly identify and close any learning gaps for individual children. This ensures that they all continually make good progress.
- Children are emotionally ready to manage changes in their life, such as starting pre-school. For instance, they develop confidence and positive social skills.
- The childminder encourages children to be curious. For example, she freezes objects such as coins and keys in ice for children to investigate as they melt.
- Children enjoy using their imagination and own ideas during play. For example, they take part and share ideas well during pretend play.

It is not yet outstanding because:

- At times, the childminder does not extend learning experiences to develop young children's understanding about numbers and counting.
- The childminder does not provide an extensive range of opportunities for children to learn about and value people's differences and similarities beyond those of their own experiences.

What the setting needs to do to improve further

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

- extend learning experiences that further encourage young children's growing awareness of numbers and counting
- improve opportunities for children to learn about and value people's differences and similarities, to extend their understanding of the world.

Inspection activities

- The inspector viewed the areas of the home used by children.
- The inspector observed children and the childminder during play activities.
- The inspector had discussions with the childminder.
- The inspector checked evidence of safeguarding knowledge, took account of the childminder's self-evaluation and the views of parents.
- The inspector sampled a range of documentation, including children's development records.

Inspector

Sue Taylor

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder maintains a safe and secure home. She has a good awareness of child protection procedures and knows who to contact if she has concerns about children's welfare. The childminder keeps up to date with current safeguarding practice, for example, from attending relevant training courses. She regularly reflects on her practice and values comments from others to help her develop the quality of her provision. She recognises her strengths and has positive development plans to help improve children's outcomes.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of how children develop and supports their individual interests well in her planning. For example, recent training about how children learn differently with their own styles has had a positive impact on her practice. The childminder carefully assesses and reviews children's progress from when they first start with her and successfully supports their next steps in learning. There are very effective and positive relationships with parents. They receive informative detail from the childminder about how well their children are doing and contribute positively to the regular learning assessments. This provides a consistent approach to helping children achieve. The childminder supports children's developing language skills well. For example, she gives children time to think before they answer.

Personal development, behaviour and welfare are good

The childminder provides children with nutritious meals that they enjoy. Children learn about the importance of healthy lifestyles. For example, the childminder encourages a good variety of outdoor activities. They visit parks where children eagerly use the more challenging play equipment to extend their physical skills. There are very caring and close relationships between the childminder and children. This helps children to settle quickly, especially at naptime for the younger ones. The childminder successfully manages children's behaviour. She provides a positive, consistent approach and children behave well.

Outcomes for children are good

Children make good progress in their development and are ready for the next stages in their learning. They gain skills that help to prepare them well for school. For example, children are independent, communicate confidently with others and enjoy learning. Children develop an interest in literacy. They listen well to stories, are eager to look at books and enjoy using chalks on the wall and path outside to practise their early writing skills.

Setting details

Unique reference number	EY479838
Local authority	Kent
Inspection number	983196
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	4
Number of children on roll	5
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2014. She lives in Collier Street, near Tonbridge, Kent. The childminder provides care Monday to Friday from 7.30am to 6pm, for most of the year. She holds a relevant childcare qualification.

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