

Childminder Report

Inspection date

8 June 2016

Previous inspection date

7 May 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 effectively supports children to be independent, choose their own activities and become motivated learners.
- Children develop warm and caring attachments to the childminder. They cuddle her and she effectively promotes their emotional well-being.
- The childminder supports children well to learn mathematical language, such as 'big' and 'small', as they learn about size and shape.
- The childminder tracks and monitors any gaps in children's learning well. She effectively plans activities that support children's progress and extends their learning.
- The childminder has improved her practice effectively since her last inspection. She effectively supports children who attend other settings. For example, she regularly communicates with the staff to help her meet the children's individual needs and provide continuity in their learning.
- Children are confident and happy, they are safe and secure in the childminder's welcoming environment. All children make good progress from their starting points.

It is not yet outstanding because:

- The childminder does not always make the most of some daily routines to extend and encourage children's conversation and understanding further.
- At times, the childminder does not always extend children's thinking, to encourage them to consider and ask questions more.

What the setting needs to do to improve further

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

- make the best possible use of daily routines to extend children's conversation and understanding further
- encourage children more to think for themselves and consider and ask questions.

Inspection activities

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

Inspector

Susan Allen

Inspection findings

Effectiveness of the leadership and management is good

The childminder evaluates her practice well to make ongoing improvements. She seeks children's views and includes their needs when making decisions and planning activities. For example, using their fascination with construction, she incorporated more building activities into her plans to support children's interests and progress. Safeguarding is effective. The childminder and her assistant are aware of what to look out for if they have a concern about a child's welfare, and have clear procedures to follow. The childminder meets regularly with her assistant to share good practice and any changes or updates in legislation. For example, she discussed recent safeguarding information after attending training. The childminder makes good use of training to update their skills, for example, in recognising and planning for children's interests and learning styles. Since her last inspection, the childminder has improved her partnerships with parents and other settings to work more effectively together to meet children's learning.

Quality of teaching, learning and assessment is good

The childminder knows the children very well and interacts positively to support their learning. She adapts activities effectively to meet the different needs of each child. For example, when teaching children to sew, she engages the younger children well and encourages them to use large beads and thread. She provides the older ones with a needle and thread and instruction to help them achieve more complex tasks, such as tapestry. The childminder helps children gain the skills they need for their future learning. For example, she supports them well to link letters to sounds, and practise their early writing.

Personal development, behaviour and welfare are good

Children's behaviour is very good. The childminder and her assistant are good role models and help children learn to share, take turns and respect each other. They support children very well to learn to negotiate and sort out their differences. Children's physical abilities develop well, for example, when they play outside on large equipment. They develop good social skills, for example, when visiting toddler groups and going on outings with the childminder. The childminder supports children well to keep healthy and safe.

Outcomes for children are good

Children are aware of their own needs, and learn to become independent and manage some of their personal needs. For example, they begin to do some things for themselves, such as washing their hands and putting on their shoes. Young children enjoy the positive encouragement to babble and make sounds. Children communicate well with others and develop a good vocabulary. Children learn well about the world they live in, and the similarities and differences between themselves and others.

Setting details

Unique reference number	EY217304
Local authority	Kent
Inspection number	1048790
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	12
Number of children on roll	15
Name of registered person	
Date of previous inspection	7 May 2013
Telephone number	

The childminder registered in 2001. She lives in in Dunton Green near Sevenoaks, Kent. The childminders operates her service Monday to Friday from 7am to 6.30pm. The childminder employs an assistant.

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