

# Childminder Report

**Inspection date**

15 August 2016

Previous inspection date

14 October 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 provides a safe, secure and homely environment where children feel at ease, comfortable and ready to learn.
- The childminder supports children's health well. For example, she provides a good range of healthy home-cooked meals and snacks, and encourages children to enjoy regular fresh air.
- The childminder makes good use of her observations and assessments to plan challenging and stimulating activities that help children make good progress from their starting points.
- The childminder interacts well with children. For example, she asks children questions that help to extend their thinking and ideas.
- The childminder involves parents successfully in helping to extend children's learning and development at home and in the setting.
- The childminder reflects on her practice continuously and makes positive changes that improve children's care and learning experiences.

### It is not yet outstanding because:

- The childminder is not consistently making the most of opportunities to extend children's already keen interest in the natural world.
- The organisation of resources sometimes makes it difficult for younger children to choose from the wide range available to help them develop their play without adult help.

## What the setting needs to do to improve further

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

- provide further opportunities to build on children's curiosity and interest in the natural world
- strengthen opportunities for younger children to select the resources they want to help develop their own ideas as they play

### Inspection activities

- The inspector observed children's activities indoors and in the garden.
- The inspector sampled children's learning records and other relevant documentation.
- The inspector spoke with the childminder during the inspection about children's learning and progress.
- The inspector took account of the views of parents.
- The inspector discussed safeguarding practices with the childminder.

### Inspector

Alison Weaver

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a strong understanding of her role and responsibility if she has a child protection concern. Since the previous inspection, the childminder has completed first aid training to help ensure that she has up-to-date knowledge of how to deal with injuries to children. The childminder continues to develop her knowledge and skills successfully. For example, she has increased her understanding of how to provide the emotional support that children need to prepare them well for school. The childminder thoughtfully and sensitively addresses children's fears and anxieties about the move to school. She has good systems in place for monitoring her teaching and planning to help ensure that she meets individual children's needs successfully.

### Quality of teaching, learning and assessment is good

The childminder knows the children well and builds on their skills effectively. She tracks children's progress competently and plans a wide range of enjoyable learning experiences that reflect their interests and abilities. The childminder has good teaching skills and uses them well to extend children's learning and development. For example, she introduces mathematical language into everyday play and increases children's awareness of size and shape. Children develop a good awareness of simple calculation, such as when counting the pencil crayons. They develop good language skills, for example, when copying new words that the childminder introduces.

### Personal development, behaviour and welfare are good

The childminder is caring, kind and encouraging. Children form strong emotional bonds with her. They enjoy being with her and they have fun together. Children benefit from the mixed age range in the setting and they learn to socialise well with others. They form strong friendships and behave well. The childminder teaches children to respect others and value differences. Children develop a good understanding of how to stay safe. For example, they learn how to use scissors safely when cutting lavender stems in the garden.

### Outcomes for children are good

Children develop well in the skills they need to be ready for the move on to school. They have the confidence to find things out for themselves and they demonstrate a 'have a go' attitude. Children are well motivated and thoroughly enjoy the learning experiences, such as observing bees in the garden. They concentrate well and become absorbed in purposeful activities. Children learn to write their names and develop a good awareness of letter sounds. They are independent and see to their own needs, such as putting their shoes on to go outside. Children lead healthy lifestyles and enjoy plenty of exercise in the fresh air. They develop strong physical skills and good coordination.

## Setting details

<b>Unique reference number</b>	EY404088
<b>Local authority</b>	Kent
<b>Inspection number</b>	1057810
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	5
<b>Number of children on roll</b>	3
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	14 October 2015
<b>Telephone number</b>	

The childminder registered in 2010. She lives in Tunbridge Wells, Kent. The childminder offers care from 8am to 6pm on Mondays, Wednesdays and Thursdays, all year round. The childminder receives funding for the provision of free early years education for children aged three and four years.

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