

Childminder Report

Inspection date

16 August 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 childminder knows the children well and is sensitive to their individual needs. For example, she provides gradual settling-in, warm reassurance and manages children's individual care routines sensitively.
- Children enjoy playing with a range of age-appropriate toys and activities, and are confident to make their own choices about what to play with.
- The childminder works very closely with parents. For example, she provides written and verbal feedback on children's development and encourages parents to share information about their children's learning at home.
- The childminder supports children's physical development well. For example, children learn to climb, balance, and use their hands and tools to explore materials. In addition, the childminder provides space for younger children to investigate freely.
- The childminder keeps her knowledge up to date and is committed to supporting good outcomes for children. For example, she completes training, meets with other childminders to share new ideas and completes her own research.

It is not yet outstanding because:

- The childminder has not fully considered how to provide a range of opportunities to encourage children to make marks and develop their early writing skills.
- The childminder does not make the most of all opportunities as they arise to extend children's early mathematical skills.

What the setting needs to do to improve further

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

- improve the availability of resources to enable children to independently further develop their early writing skills
- make better use of opportunities for children to develop their understanding of numbers and counting.

Inspection activities

- The inspector observed the childminder playing and interacting with the children.
- The inspector spoke to the childminder at convenient times during the inspection.
- The inspector looked at a sample of documents, including evidence of the childminder's suitability and training certificates.
- The childminder considered feedback from parents.

Inspector

Caroline Gibbons

Inspection findings

Effectiveness of the leadership and management is good

The childminder reflects very well on her strengths and weaknesses. She has developed her practice effectively since her registration. For example, she has attended training to support her work with families and has introduced new ideas, such as sharing resources with parents. Furthermore, she has taken advice from the local authority to help her improve how she tracks children's progress to identify any gaps in their learning. Safeguarding is effective. The childminder keeps up to date with all new legislation and understands her responsibility to protect children. She is confident with the procedure to follow if she has concerns about the welfare of children.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of how children learn. She joins in successfully with their play to help extend their knowledge. For example, she repeats words to younger children and gives a commentary during play. In addition, she introduces new vocabulary to older children such as 'oats' and 'ostrich'. The childminder helps children to be creative. For example, she provides dried cereals for children to explore and encourages them to sing songs and join in with action rhymes. The childminder places a high priority on outdoor learning and teaches the children about the world around them. For example, they visit parks, woodland areas and enjoy trips to the library.

Personal development, behaviour and welfare are good

The childminder is very patient and calm. She manages children's behaviour very effectively and helps them to develop emotionally. For example, she gives clear explanations to children about being gentle with babies and reminds them of the rules for keeping safe. In addition, she is a good role model and praises them for good manners. The childminder supports healthy eating well. For example, she provides children with nutritious foods and encourages them to try new fruits, such as kiwi. Partnerships with other professionals are supported well by the childminder. For instance, she shares children's progress with other settings that they attend, and makes links with other agencies, such as children's centres, to share good practice ideas.

Outcomes for children are good

Children make good progress in their learning in relation to their starting points. They gain important skills to prepare them for their next stage in learning. For example, children use cutlery correctly and wash their hands before meals. Children are confident communicators. For example, they talk to the childminder about their families and attend groups to meet and socialise with other children. Children develop a range of skills that helps to prepare them for the next stage in their learning and the move to school.

Setting details

Unique reference number	EY480398
Local authority	Kent
Inspection number	988596
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	4
Number of children on roll	4
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2014 and lives in Tonbridge, Kent. She is available to work each weekday from 8am to 6pm for most of the year. The childminder is a qualified teacher.

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