

Childminder Report

Inspection date	31 August 2016
Previous inspection date	1 October 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 warm, welcoming and stimulating environment where children feel safe and develop secure relationships. They are confident and, for example, independently choose their own activities, such as deciding to make roads in the sand for their vehicles.
- Children behave well; for example, they happily take turns. The childminder is skilled as she manages children's behaviour. For instance, she suggested children play in different areas of the sandpit to avoid one game encroaching on another.
- Children make progress that is typical for their age. The childminder provides a wide range of interesting activities, both inside and outside, to engage children. For example, children of all ages were delighted and engaged with a bubble-blowing activity.
- The childminder is keen to improve her skills and practice to encourage better outcomes for children. For instance, she makes use of local training opportunities and attends toddler groups with other childminders, where she shares ideas and information.

It is not yet outstanding because:

- The childminder does not always challenge children's learning experiences to help them develop their thinking skills further and extend their understanding.
- The communication with parents does not always fully engage them to support the next steps in children's learning.

What the setting needs to do to improve further

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

- challenge children's experiences more to help them build on their good thinking skills and extend their learning even further
- strengthen communication with parents to engage them more in supporting the next steps in children's learning.

Inspection activities

- The inspector observed the childminder interacting with children.
- The inspector sampled documents relating to the safeguarding and supervision of children.
- The inspector discussed the childminder's evaluation of her practice and her documents relating to planning and children's progress.
- The inspector spoke to parents and read the comments made by others to take account of their views.
- The inspector had a discussion with the childminder about her observations of a specific activity.

Inspector

Jill Thewlis

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder clearly understands the procedures to follow should she have any concerns about a child's safety or welfare. She is vigilant in checking potential hazards and takes the necessary precautions. Parents value the calm atmosphere of the setting and the kindly manner of the childminder. They say they are confident that their children are safe and well cared for. The childminder encourages children to learn that other people have different cultures and beliefs. For example, she provides a range of activities and resources that reflects diversity. The childminder shares information with other settings that children attend. She has regular communication links with key workers to support children's learning, such as recognising shapes. She reflects on her practice and identifies areas for development, to help her improve.

Quality of teaching, learning and assessment is good

The childminder establishes unique starting points in children's learning when they start. Regular ongoing observations of children at play helps to inform the childminder's assessment of their learning and development. She monitors this carefully to identify and close any development gaps to ensure children continue to make good progress. The childminder plans a good balance of activities that she plans and those that children choose. She supports children's imaginative play well. For example, when ride-on toys 'crashed', the 'tool kit' was found so the 'cars' could be repaired. Children have a keen understanding of the natural world, such as when they comment that 'the bee is getting nectar from the flower' and carefully handle a caterpillar to feel the 'tickle' of the legs.

Personal development, behaviour and welfare are good

The environment is clean and hygienic. A healthy diet provided by the childminder supports children's physical well-being effectively. The childminder encourages children to be independent. For example, she ensures that toys are easily accessible for them to make choices. Children are able to link their creative play to their own experiences. For instance, the childminder wrapped a doll in a blanket as requested by children who then put the doll to 'bed' and a few minutes later the doll was put on the toy potty and then sat on a chair for a 'snack'.

Outcomes for children are good

Children are prepared well for the next stage of their education. For example, the childminder plans an activity related to 'playing at school'. Children are encouraged to dress themselves, such as putting on their own shoes and wellington boots. They like to practise their early writing skills using a wide range of resources. Children enjoy physical exercise, for example, during the regular walks in the countryside to look at the cows.

Setting details

Unique reference number	EY443700
Local authority	Kent
Inspection number	1059199
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 3
Total number of places	5
Number of children on roll	4
Name of registered person	
Date of previous inspection	1 October 2012
Telephone number	

The childminder registered in 2012. She lives in Edenbridge in Kent. The childminder operates her service on Monday to Friday from 6:30am until 7pm, throughout the year.

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