

Childminder Report

Inspection date

15 September 2016

Previous inspection date

22 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

- Partnerships with parents are strong. The childminder understands the important role that parents play in supporting their children's learning and fully involves them. For example, parents share information about their children's achievements at home, and the childminder keeps them well informed about children's progress, which helps to support a consistent approach.
- Children feel safe. They form warm and caring relationships with the childminder. Children, even the very young, understand the routines and behave well.
- The childminder is ambitious. She makes good use of training opportunities to improve her knowledge and skills to meet the needs of the children in her care.
- Children make at least typical progress for their age and some make even better progress. The childminder plans a wide range of interesting activities and experiences that meets children's individual needs. For example, children enjoyed taking part in a 'bear hunt' in the garden.

It is not yet outstanding because:

- The childminder does not make the most of her evaluation of children's learning experiences to help her plan even more precisely, to support children to achieve the highest level of attainment.
- The childminder does not make the most of opportunities to help children extend their understanding of mathematical concepts.

What the setting needs to do to improve further

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

- build further on ways to evaluate the quality of children's learning experiences to enhance teaching skills and activities that help children achieve the highest possible level of attainment
- widen the range of activities that support children's mathematical development to help them build on their skills and understanding further.

Inspection activities

- The inspector observed the childminder interacting with children and discussed their learning and progress with her.
- The inspector checked the records of the childminder's suitability checks and looked at the children's learning records.
- The inspector looked at documents relating to the safeguarding of children.
- The inspector read the comments provided by parents and took account of their views.
- The inspector discussed with the childminder how she keeps parents informed about their children's next steps in learning.

Inspector

Jill Thewlis

Inspection findings

Effectiveness of the leadership and management is good

The childminder has a thorough understanding of safeguarding matters. She is very clear about the procedures to follow should she have any concerns about a child's safety or welfare. Safeguarding is effective. The childminder recognises the importance of developing communication with other settings, such as schools, to help support continuity in children's learning and care. Children learn to respect the differences between themselves and others. For instance, the childminder talks to the children about people different to themselves and provides interesting activities, such as making Divali lamps and cooking Indian food.

Quality of teaching, learning and assessment is good

The childminder knows how to motivate children to learn. For example, she provided a basket of items with different textures to help develop children's curiosity and interest. The childminder supports children's language development effectively, such as when she sings songs and rhymes with actions. Children learn to pronounce words correctly. The childminder speaks clearly, repeating words and sentences back to children. She establishes each child's unique starting point on entry and regularly observes their learning and progress. This helps her to identify any gaps in their development and to provide further support to help children catch up.

Personal development, behaviour and welfare are good

The environment is stimulating and welcoming and resources are well organised. Children's independence is encouraged and they confidently explore their environment. For example, children are able to freely choose toys from clearly labelled boxes. The childminder supports the health and physical well-being of children. For instance, she provides a healthy, home-cooked diet. Regular outings, such as to soft play areas, help to support children's physical development. Children are encouraged to be responsible for their own personal hygiene; for example, washing their hands before eating.

Outcomes for children are good

Children learn the key skills they need for the next steps in their education. For instance, the childminder teaches children to open the packages in their packed lunches. Children are helped to make friends with other children; for example, when the childminder takes them to local children's groups. Children of all ages learn to play together. For example, young children enjoyed exploring the texture of shells. They rattled them together and laughed happily at the sounds they made.

Setting details

Unique reference number	EY434475
Local authority	Kent
Inspection number	1059047
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 7
Total number of places	4
Number of children on roll	3
Name of registered person	
Date of previous inspection	22 October 2012
Telephone number	

The childminder registered in 2012. She lives in Edenbridge, Kent. The childminder cares for children, Monday to Friday from 7.30am to 6pm, throughout the year.

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