

Childminder Report

Inspection date	17 October 2016
Previous inspection date	11 March 2013

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 involves them in their children's learning and provides regular information about their progress. This helps to support a consistent approach in children's learning and development. Parents share their knowledge of their children's achievements at home.
- Children are confident and happily explore their surroundings. They feel safe and independently choose their toys. The childminder builds warm and caring relationships with children. Children gain a good sense of belonging, well-being and self-esteem.
- The childminder is ambitious. She is keen to improve her knowledge and skills to help her meet the needs of the children in her care. For example, she takes advantage of local training opportunities.
- The childminder monitors children's progress and evaluates the effectiveness of her practice, supporting children's learning and development. Children make good progress in relation to their starting points.

It is not yet outstanding because:

- Children do not have a wide range of opportunities to explore materials using all of their senses.
- The childminder does not fully build on children's curiosity about the natural world around them to support their learning further.

What the setting needs to do to improve further

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

- develop the range of opportunities for children to explore materials using all of their senses
- build further on children's curiosity about the natural world around them to support their 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 read and discussed with the childminder her evaluation of her practice, and her documents relating to planning and children's progress.
- The inspector read the comments made by parents and took account of their views.
- The inspector had a discussion with the childminder about the observations of children engaged in different activities.

Inspector

Jill Thewlis

Inspection findings

Effectiveness of the leadership and management is good

The childminder evaluates her practice regularly and makes positive changes. For example, she has improved parents' ability to contribute to their children's assessment records. The childminder regularly reflects on the activities and experiences she offers children. For example, she has plans to attend further training to extend the range of learning opportunities for children outside. Safeguarding is effective. The childminder has a thorough knowledge and understanding of her safeguarding policies and procedures. She knows who to contact with a concern about children's safety or welfare. The childminder completes daily risk assessment checks to help her identify and minimise any possible hazards to children.

Quality of teaching, learning and assessment is good

The childminder checks children's progress regularly and highlights any areas where they need help to catch up. She prepares children well for their move to school. For example, the childminder shares their achievements and development with teachers and provides opportunities for children to meet up with others with whom they will start school. The childminder effectively supports children's communication and language skills. For example, she repeats words back correctly, reads stories and sings nursery rhymes with them. The childminder teaches children about the differences between themselves and others. For example, children look at an interactive globe to identify different countries and try a range of foods from other cultures.

Personal development, behaviour and welfare are good

Children enjoy finding out how things work. For example, they confidently explore interactive toys, pushing buttons and delighting in the sounds and lights that occur. Children have good relationships with the childminder. They respond eagerly to her praise and enjoy reassuring cuddles. The childminder helps children to learn the importance of healthy lifestyles and good hygiene. For instance, they enjoy healthy, balanced and nutritious meals. The childminder encourages children to be independent, which helps them to develop skills they need for the next stage in their learning. For example, children learn to feed themselves and manage the zips, buttons and laces on their clothes and shoes.

Outcomes for children are good

Children learn the key skills they need for the next steps in their education. They are confident and independently lead their play. For example, they ride around in toy cars outside and use available resources, such as toy fruit, in their play. Children practise their early writing skills, and learn to recognise and write the letters in their name. They have good social skills and form positive relationships with other children and adults.

Setting details

Unique reference number	EY451763
Local authority	Kent
Inspection number	1062921
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 7
Total number of places	6
Number of children on roll	2
Name of registered person	
Date of previous inspection	11 March 2013
Telephone number	

The childminder registered in 2012. She lives in Tunbridge Wells, Kent. The childminder cares for children on a part-time basis from 7.30am to 6pm, throughout the year

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