

Childminder Report

Inspection date

3 November 2016

Previous inspection date

28 January 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

- Children have strong attachments to the childminder. They are content in her care and actively enjoy their time with her. This helps them to feel emotionally safe and secure.
- The childminder uses her strong knowledge of how children learn to develop children's play experiences effectively. She recognises and supports children's different abilities and interests. Children develop good skills to support their future learning.
- The childminder maintains a well-resourced and challenging environment that engages children in their play well. For example, children choose freely from the wide range of resources and show determination in completing simple tasks. This helps them to become active and curious learners.
- The childminder helps to extend children's communication and language skills well. For example, she listens well, and repeats and introduces age-appropriate words during play activities.

It is not yet outstanding because:

- The childminder does not make the best use of information from parents when children first start to help her initially plan purposeful experiences that support children's next steps in learning.
- At times, the childminder misses opportunities to encourage children to practise skills to further their ability to be independent.

What the setting needs to do to improve further

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

- make better use of information from parents to target teaching and planning of activities as promptly as possible when children start
- build on the opportunities that encourage children to develop their independence even further.

Inspection activities

- The inspector viewed the areas of the premises used for childminding.
- The inspector carried out a joint observation with the childminder.
- The inspector observed the interactions between the childminder and children during planned activities and play sessions.
- The inspector viewed a range of documentation including developmental records and feedback from parents.
- The inspector spoke with the childminder at appropriate times throughout the inspection.

Inspector

Amanda Vidler

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of her role in protecting children and the relevant procedures to follow if she has any concerns. The childminder keeps up to date with current guidance and legislation. For example, she regularly discusses changes in childcare practice with other childminders. The childminder is very aware of her responsibilities with regards to working with other professionals and the importance of developing a consistent approach to children's care and learning. For example, she gains good information from other settings that children attend to help inform her planning. The childminder evaluates her practice well. She involves parents and children to help identify changes that improve her service.

Quality of teaching, learning and assessment is good

The childminder regularly observes children in their play and recognises their achievements. She identifies any development gaps in their progress and effectively plans learning experiences to help children catch up in their development. The childminder is a good teacher, for instance, she regularly links aspects of children's play to real-life situations. An umbrella used in small-world play led to a discussion about the weather and children enthusiastically talked about an occasion when they had been splashing in puddles. Children learn about their local community and the wider world. For example, the childminder introduces craft activities to engage children in celebrating different festivals. The childminder works effectively with parents to help provide continuity for children's care between the setting and home. For example, daily contact books encourage a consistent two-way exchange of information.

Personal development, behaviour and welfare are good

Children develop a good understanding of their own and others' feelings and emotions. For example, children use words, such as 'happy' and 'sad', in their play to describe how toys are feeling and how this makes them feel. Children behave well. The childminder is a good role model, for instance she helps them from an early age to respect others and take turns. The childminder effectively supports children's health and physical well-being. For instance, she involves children in planning a menu of nutritious meals and snacks. The childminder helps children to think about their safety and shares simple rules to help children to manage appropriate risks.

Outcomes for children are good

Children make good progress in their learning. They develop well in line with other children of their age and on occasions exceed their expected levels. They are motivated learners who enjoy participating in the stimulating activities. For example, children refer to simple shapes and colour names to describe their paintings. Children develop skills that support their progress to the next stages in their learning.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | EY152576 |
| Local authority | Kent |
| Inspection number | 1061626 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 1 - 6 |
| Total number of places | 5 |
| Number of children on roll | 5 |
| Name of registered person | |
| Date of previous inspection | 28 January 2013 |
| Telephone number | |

The childminder registered in 2002. She lives in Tunbridge Wells, Kent. The childminder offers care on Monday to Friday from 7.30am to 6pm, throughout the year.

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