

# Childminder Report

<b>Inspection date</b>	16 November 2016
Previous inspection date	10 September 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- There are good partnerships between the childminder and other settings including school. The childminder shares information with them about children's progress, which helps to provide a consistent approach to children's learning and development.
- The childminder forms good partnerships with parents. For example, she shares a wide range of information, which helps parents to support their children's learning.
- Children make good progress. The childminder finds out what children can do when they start and regularly observes them in their play. She uses the information to help plan activities to develop children's skills further.
- Children behave well. They understand routines and willingly respond to the childminder's requests and instructions. For example, children know they need to tidy away toys before starting other activities.
- There are warm and caring relationships between the children and the childminder. Children feel safe and have a strong sense of belonging. This helps to support their emotional well-being and confidence.

### It is not yet outstanding because:

- The childminder does not build on all opportunities to encourage children's early reading skills.
- At times, the childminder does not make good use of techniques to help children think about and make connections between different parts of their learning and experiences.

## What the setting needs to do to improve further

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

- build on opportunities to help children develop their early reading skills further
- develop the use of techniques to consistently encourage children to think about and make connections in their learning for themselves.

### Inspection activities

- The inspector observed the childminder interacting with children and discussed their further learning and development needs with her.
- The inspector looked round the areas of the home used by minded children.
- The inspector had discussions with the childminder about her safeguarding knowledge and viewed relevant policies and procedures.
- The inspector talked to parents, read their comments and took account of their views.
- The inspector discussed with the childminder how she plans to improve her practice and viewed documents relating to children's learning and progress.

### Inspector

Jill Thewlis

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder knows the procedures to follow and the people to contact should she have a concern about a child's safety or welfare. The childminder evaluates her practice and makes positive improvements. For example, she has created zones in the garden to enable children of all ages to enjoy different activities. The childminder checks children's progress regularly. She uses this information to help identify gaps in their knowledge and understanding and provides support to encourage them to catch up. The childminder updates her knowledge and skills regularly. For example, she attends training and shares examples of good practice with other childminders.

### Quality of teaching, learning and assessment is good

Children have a range of opportunities to learn about the differences and similarities between themselves and others. For example, children celebrate a wide selection of festivals such as Australia Day and Chinese New Year. The childminder supports children to develop their creative skills well. For example, children freely select a range of musical instruments to try to make different sounds. Children enjoy simple interactive games. For instance, they laugh with delight when they press a button and the 'crocodile' nibbles their fingers. The childminder supports children's language development effectively. For example, she sings rhymes and teaches them simple hand signs.

### Personal development, behaviour and welfare are good

The childminder encourages good behaviour. She carefully explains to young children the importance of sharing, taking turns and being kind to each other. Children's physical well-being is effectively supported. For example, children enjoy walks to the local park in the fresh air. Children link their creative play to their own experiences. For instance, they feed their toy babies, change their nappies and give them cuddles, before putting them to bed. The childminder encourages children to understand risk. For instance, she reminds children about using sun cream in hot weather. Children celebrate their achievements. For example, they clap their hands together with pleasure when they complete a puzzle.

### Outcomes for children are good

Children learn the skills they need for the next stage of their education including school. They count and recognise simple shapes. Children communicate confidently and engage in conversation well. They are able to use tools effectively. For instance, children concentrate as they carefully apply glue and pictures to the cards they make. They independently choose their own activities and happily lead their own learning.

## Setting details

<b>Unique reference number</b>	EY298611
<b>Local authority</b>	Kent
<b>Inspection number</b>	1061855
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	10 September 2013
<b>Telephone number</b>	

The childminder registered in 2005. She lives in Tunbridge Wells, Kent. The childminder works five days a week from 7.30am to 6pm, throughout the year.

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