

Childminder Report

Inspection date

21 November 2016

Previous inspection date

18 September 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

- The childminder understands that partnerships with parents are important. Parents value the good communication they have with the childminder and the opportunities there are for them to contribute to their children's learning assessments.
- Children behave well. The childminder helps them to understand how to share and take turns. There are strong emotional bonds between the childminder and the children. This aids children's sense of well-being and self-confidence.
- When children start with the childminder, she establishes what they can do. From then on, she makes frequent observations of children's learning as they play and identifies the next steps needed for their continued development. Children make good progress.
- There are good links between the childminder and other settings, including school. The childminder shares information with them and this helps to ensure a smooth continuity for children's learning.
- The childminder is ambitious. For example, she takes advantage of local training opportunities to update her skills and improve outcomes for children.

It is not yet outstanding because:

- The childminder does not provide enough opportunities for children to develop their early writing skills consistently.
- The childminder does not make the most of all opportunities to further improve children's emerging understanding of mathematical ideas and language.

What the setting needs to do to improve further

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

- provide more opportunities for children to develop their early writing skills further
- make better use of the opportunities available to further improve children's understanding of mathematical ideas and language.

Inspection activities

- The inspector read comments made by parents and took account of their views.
- The inspector discussed the childminder's evaluation of her work and the documents relating to children's progress.
- The inspector viewed the areas of the childminder's home that children use.
- The inspector observed the childminder interacting with the children and discussed her practice.
- The inspector sampled written documentation, including that which relates to safeguarding.

Inspector

Jill Thewlis

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of how to keep children safe from harm and who to contact should she have a concern about a child's safety or welfare. The childminder's evaluation of her practice is accurate. She seeks the views of parents and children and makes positive improvements. For instance, she takes the children on daily walks and uses these opportunities to develop children's language skills. The childminder regularly monitors the progress of children and identifies where there are gaps in learning and development. She provides appropriate support to help children catch up and, where necessary, uses the expertise of other professionals.

Quality of teaching, learning and assessment is good

The childminder develops children's physical skills effectively. For example, she takes children to a soft play centre. Children have a wide range of interesting opportunities to find out about other cultures and customs. For instance, they made shamrocks to celebrate St Patrick's Day and ate noodles to observe Chinese New Year. The childminder encourages children to communicate well. For example, she has pretend telephone conversations with the children and she speaks clearly to encourage correct pronunciation. Children link their play to their own experiences, such as when they put their 'babies' to bed and make sure they are well wrapped up.

Personal development, behaviour and welfare are good

Children use their imagination and play well together. For instance, children commented that an animal had 'fallen down'. Other children made a 'siren' sound and brought the ambulance to rescue the animal. Well-organised and easily accessible resources help children to be independent and to follow routines. For example, they know to put toys away before they get out something different. Children express their views, such as saying 'no' when asked if they like new foods that the childminder introduces. The childminder supports children's social skills effectively. For example, she regularly takes them to local toddler groups. Children have an emerging sense of risk. For instance, they learn how to strap their 'baby' into a pushchair so she does not fall out.

Outcomes for children are good

Children learn the skills they need for the next stage of their education, including school. They manage their own personal care and independently use cutlery to feed themselves. Children choose books they like from the wide range available. They understand how to turn the pages and know that print goes from left to right. Children happily lead their own learning. For example, they use drumsticks to bang surfaces and listen to the different sounds they make.

Setting details

Unique reference number	EY405672
Local authority	Kent
Inspection number	1062344
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	5
Number of children on roll	3
Name of registered person	
Date of previous inspection	18 September 2013
Telephone number	

The childminder registered in 2010. She lives in Five Oak Green near Tonbridge, Kent. The childminder provides her service every day from 7.30am until 6pm, throughout the year.

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