

# Childminder Report

**Inspection date**

4 November 2016

Previous inspection date

7 January 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

- Children develop secure attachments with the childminder and with each other. This helps support children's emotional well-being.
- Children develop good language skills. They enjoy a range of engaging activities, both inside and in the outdoor environment, which supports their speaking skills. For example, children use descriptive words such as 'crackle' to describe leaves they find on an autumn walk.
- The childminder reflects on her practice and seeks the views of parents to help plan improvements to her provision.
- The childminder develops her knowledge well about how children learn, for example, through discussions with other early year professionals.
- Children learn good social skills, for example they share resources and play well together. They become independent in managing their own personal care needs.
- Children make good progress in their learning and development and are well-prepared for the next stage in their learning.

### It is not yet outstanding because:

- The childminder does not routinely provide children with the best learning experiences to extend their early reading skills.
- At times, the childminder does not fully include all children, particularly the younger ones, in exploring and experimenting with different materials and textures.

## What the setting needs to do to improve further

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

- provide more learning experiences for children to develop and build on their early reading skills
- ensure all children have ample opportunities to explore and experiment with a broader range of different textures and materials.

### Inspection activities

- The inspector observed children's activities on a nature walk and indoors.
- The inspector sampled a range of documentation including the childminder's policies and procedures, and children's learning records.
- The inspector discussed safeguarding practices with the childminder.
- The inspector spoke to the childminder about meeting individual children's needs.
- The inspector spoke to parents and read parent feedback to take account of their views.

### Inspector

Lucy Whitestone

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands her roles and responsibilities in protecting children and knows the actions to take if she has concern for children's welfare. Children understand how to keep themselves safe. For example, they know they need to hold on to the side of the buggy when they go out for a walk. The childminder has good working relationships with parents. They regularly share information about children's development and are positive about the care she provides. For example, they particularly appreciate the outdoor activities their children enjoy. The childminder communicates with other settings that children attend and shares information to support children's learning.

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

The childminder provides a balance of planned activities and those chosen by the children. She supports children's language skills, for example, by using visual clues and repetition to encourage speech and increase their vocabulary. Children enjoy learning about the natural environment. For instance, they listen to bird songs and look for squirrels when they go for a walk. The childminder encourages the development of babies' physical skills. For example, she ensures there is clear space and push-along toys in the setting for children learning to walk. Observations and assessment of children's progress are accurate and the childminder quickly identifies any learning gaps. She plans appropriate next steps for children's learning and provides well-matched activities to ensure children continue to progress.

### Personal development, behaviour and welfare are good

Children are confident and their behaviour is good. They listen to the childminder and follow instructions. For example, they help tidy up and receive praise for their efforts. They happily follow their own ideas for some activities, for example, when they draw on the mark-making mat. Older children display independence such as taking off their coat and hat by themselves when entering the setting. Children follow good hygiene routines and the childminder collects useful information, such as details of allergies, when children start. Children gain an understanding of the wider world. For example, they go on interesting outings to the Sea Life Centre where they mix with children of different backgrounds.

### Outcomes for children are good

Children are active learners and make choices as they play, such as which cutters to use with modelling dough. Older children develop a good awareness of mathematics, for example they easily recognise different sizes. Children happily involve each other in their play such as when older children help the younger ones stack boxes to make a tower.

## Setting details

<b>Unique reference number</b>	125726
<b>Local authority</b>	Kent
<b>Inspection number</b>	1061307
<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>	0 - 7
<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>	7 January 2013
<b>Telephone number</b>	

The childminder registered in 1992. She lives in Tunbridge Wells, Kent. The childminder provides care on Monday to Friday from 7.15am to 6.30pm, for most of the year.

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