

# Childminder Report

**Inspection date**

6 January 2017

Previous inspection date

14 April 2014

<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 are happy and relaxed in the warm and homely environment created by the childminder. They have caring attachments with the childminder and with each other.
- The childminder reflects on her practice and seeks to extend her knowledge and improve her teaching. For example, she has completed training on children's patterns of play, which she has used to improve the provision activities to engage each child.
- Children enjoy interesting conversations with the childminder. They listen to her well and she develops their language skills. For example, she uses new vocabulary, such as 'recycling' and 'bowling', and models how to say words.
- Children are confident learners who enjoy making informed choices. For example, they decide which route to walk around the local park and explain to the childminder why they have chosen that path.
- The childminder monitors children's progress well and uses information from her observations to plan for their next steps in their learning. All children make good progress in their learning and development.

**It is not yet outstanding because:**

- On occasion, the childminder does not recognise when to allow children more time to consider their thoughts to respond to her questions.
- The childminder does not consistently extend children's opportunities to gain skills in operating and interacting with technological equipment.

## What the setting needs to do to improve further

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

- provide children with more time to think through their ideas and respond when asked questions
- build on opportunities for children to operate and use technological equipment.

### Inspection activities

- The inspector observed children's activities indoors and during a walk around the local park, and spoke to the childminder about the impact of teaching on children's learning.
- The inspector discussed safeguarding practices with the childminder.
- The inspector sampled a range of documentation, including children's learning records, and policies and procedures.
- The inspector took account of the views of parents.

### Inspector

Lucy Whitestone

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a secure understanding of child protection procedures and knows the action to take if she has concerns for children's welfare. Children are aware of how to keep themselves safe. For example, they know that they must hold the childminder's hand and look and listen for traffic before they cross the road. The childminder has met the recommendations set at her last inspection and seeks the views of parents and children to help evaluate her provision. She regularly informs parents about their children's progress, such as through the use of daily diaries and discussions. The childminder has positive partnerships with others settings children attend and shares information to support children's learning.

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

The childminder has a good understanding of how children learn. She plans activities based around their interests, such as driving through local roadworks for a child fascinated by vehicles. Children are motivated learners and enjoy exploring and investigating. For example, they delight in watching squirrels and robins closely in the park and concentrate on balancing blocks carefully as they design a police station. The childminder uses opportunities well to develop children's mathematical skills. For example, children learn about numbers, shapes and measurements as they play a game of indoor bowls with skittles they have made themselves.

### Personal development, behaviour and welfare are good

Children laugh and smile as they play with the childminder. They feel secure and ready to meet challenges. For example, they put on their boots independently to go outside, walk carefully down the stairs holding the rail and cut up cheese for their lunch. The childminder places a focus on helping children develop good social skills. Children behave well and learn to share, take turns and tidy up after themselves. The childminder uses praise and encouragement to raise children's self-esteem. For example, she takes photos of their constructions in order to share and celebrate their achievements with their parents.

### Outcomes for children are good

Children learn key skills they need for the next stage in their learning, including the move to school. They practise their early writing and reading skills as they attempt to write their name and identify letters and sounds. Children are active learners who enjoy playing collaboratively and imaginatively. They develop their physical skills well and demonstrate good control and coordination, for example, when using crayons to draw monsters and waterfalls.

## Setting details

<b>Unique reference number</b>	125680
<b>Local authority</b>	Kent
<b>Inspection number</b>	1068449
<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 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	14 April 2014
<b>Telephone number</b>	

The childminder registered in 1994. She lives in Tunbridge Wells, Kent. The childminder offers care Monday to Friday from 7.30am to 6pm throughout the year.

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Piccadilly Gate  
Store St  
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