

# Childminder Report

**Inspection date**

27 January 2017

Previous inspection date

12 November 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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

- Since the last inspection, the childminder has worked hard to improve. For example, she developed how she helps children manage their behaviour and children receive consistent support to help develop their speech and language skills. She establishes children's starting points with parents and shares their next steps in learning.
- The childminder observes and assesses children's progress effectively. She successfully identifies any development gaps and learning priorities for each child. The childminder interacts skilfully with children and they make good progress in their learning in relation to their starting points.
- Children play in a child-friendly and welcoming environment. They make independent choices and initiate their own play from the easily accessible toys and resources. Children develop a good sense of belonging and are happy and settled.
- Partnerships with parents are good. Parents' positive feedback reflects how highly they value the childminder's service. The childminder keeps parents well informed about children's achievements and welfare.

### It is not yet outstanding because:

- The childminder does not make the most of opportunities for children to explore the natural world, particularly for those who prefer to learn outdoors.
- The childminder does not specifically focus her practice development on developing her teaching skills to the highest level.

## What the setting needs to do to improve further

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

- provide further opportunities for children to explore and learn about the natural world, particularly for those children who prefer to learn outdoors
- focus more precisely on developing knowledge and practice that helps raise the quality of teaching to the highest level.

### Inspection activities

- The inspector observed activities and the childminder's interactions with children in the home.
- The inspector discussed the childminder's practice with her, including the impact of her teaching methods, and her use of observation and assessment to support children's progress.
- The inspector looked at a range of documents, including safeguarding procedures, suitability checks, behaviour management procedures, and children's observations and assessment records.
- The inspector discussed with the childminder how she uses her self-evaluation to develop her practice further.
- The inspector took account of the views of parents from their written feedback.

### Inspector

Janet Thouless

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands how to keep children safe and what action she would take if she had concerns about a child's welfare. The childminder regularly assesses her home, garden and outings for potential hazards to help protect children. The childminder reflects on her practice continuously. For example, she has introduced and shares children's termly progress reports with parents so they remain well informed and can use these to support home learning even further. The childminder has established effective partnerships with other settings that children attend. This helps to provide effective continuity in their learning and development.

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

Children are inquisitive learners and have good opportunities to build on what they know and can do. For example, the childminder counts as young children push buttons on toys to help them develop an awareness of numbers. She supports children's communication and language skills effectively. For example, she talks to children as they play to extend their vocabulary, such as by naming items or the different fruits at snack time. The childminder extends older children's language skills well, for example, by asking questions that encourage them to think and talk about what they are doing. Children learn to value people's differences, such as cooking Diwali biscuits and making Chinese lanterns.

### Personal development, behaviour and welfare are good

The childminder is kind, friendly and supportive. Children form strong emotional attachments and enjoy spending time with her. The childminder knows to stay within sight of young children, which helps them to feel safe and supports their emotional well-being. Children have many opportunities to learn about the wider community. For example, the childminder takes them to social groups where they participate in creative activities and develop new friendships. The childminder effectively reinforces children's awareness of how to stay safe. For example, she talks to them about why they must wear their chair safety harness and not climb on furniture.

### Outcomes for children are good

Young children demonstrate a strong curiosity in finding out about how things work. For example, they know to push buttons on a remote control to make a 'horse' move forward. Children learn to concentrate and maintain their interest in activities. For example, they dip fingers into paint and draw patterns on paper. Children benefit from lots of opportunities to be physically active. For example, they enjoy long walks round the park and participate in more physical challenges when using play park equipment. Children develop the necessary skills for their next steps in learning and in readiness for nursery or school.

## Setting details

<b>Unique reference number</b>	EY442046
<b>Local authority</b>	Kent
<b>Inspection number</b>	1057892
<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 - 3
<b>Total number of places</b>	5
<b>Number of children on roll</b>	3
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	12 November 2015
<b>Telephone number</b>	

The childminder registered in 2012 and lives in Kemsing, near Sevenoaks, Kent. She operates her service on Monday to Friday from 7.30am to 6pm, for most of the year. The childminder holds an early years qualification at level 3.

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