

Childminder Report

Inspection date	1 February 2017
Previous inspection date	3 February 2014

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

- Children make good progress in their learning and development and are confident learners. The childminder supports them well to gain confidence and belief in themselves. For example, she offers warm praise and reassurance during play and helps them to persevere to complete tasks.
- The childminder helps children gain an awareness of their own safety. For instance, she gives them good explanations to help them understand how their actions may affect their safety, such as what could happen if they stand on their chair.
- Partnerships with parents are good. The childminder has a good understanding of the needs of each family and regularly shares information about children's learning and progress.
- The childminder supports children's communication and language skills well. For example, she engages children in good discussions and introduces them to new words.

It is not yet outstanding because:

- Sometimes, the childminder misses the opportunity to challenge and build on children's own ideas and thinking skills.
- The childminder has not fully established the use of her tracking and monitoring systems to gain a more precise understanding of children's learning over time.

What the setting needs to do to improve further

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

- develop further the use of existing good assessments and monitoring procedures to gain a more precise overview of children's progress over time
- extend the opportunities for children to build and develop their ideas to help challenge them to make even better progress.

Inspection activities

- The inspector spoke to parents, read written feedback and took their views into consideration.
- The inspector observed the quality of teaching and assessed the impact on children's learning.
- The inspector jointly observed an activity with the childminder and discussed children's learning.
- The inspector spoke to children and the childminder at appropriate times during the inspection.
- The inspector reviewed the childminder's policies and procedures, and children's learning records.

Inspector

Sarah Taylor-Smith

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder has a secure understanding of her responsibility to safeguard children and has a good knowledge of child protection issues. She is aware of the procedures to follow if she has concerns about children in her care. The childminder develops her practice well. For example, she networks with other childminders and shares best practice ideas. Self-evaluation is effective. For instance, the childminder reviews her practice on an ongoing basis, and adapts activities and practices to support children's development. Sometimes, the childminder works with an assistant. She supports her practice well, such as sharing the policies and including her on training courses.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of the progress and needs of each child and uses this knowledge well to support their learning. For example, she is aware of appropriate activities for younger children and helps them make choices. Children enjoy developing their physical skills. For instance, they explore playdough and develop their small-muscle movement as they use rolling pins and cutters to make shapes. The childminder effectively shares information with other settings that children attend. For example, they have detailed discussions about children's development and well-being. Children receive good continuity of care and education.

Personal development, behaviour and welfare are good

Children enjoy their time with the childminder who is enthusiastic and welcoming. They are settled and happy, and the childminder supports their emotional well-being well. For example, the childminder works closely with parents to understand children's routines and she sensitively follows them in her home. Children have good opportunities to socialise with other children including those who may be different from themselves. For instance, she takes children to toddler groups and they enjoy taking part in singing and story groups. The childminder supports children's behaviour well. For example, she has consistent boundaries and encourages good manners.

Outcomes for children are good

Children have good attitudes towards learning and are motivated to explore. They learn and enjoy being independent, such as getting resources for an activity and tidying toys away. Children have an understanding of mathematics. For example, they accurately count the number of toy cars they put on the transporter. Children are considerate of others and play well together. For instance, they learn to have an understanding of each other's needs and take turns well. Children gain the skills they need for their future learning, such as at nursery or school.

Setting details

Unique reference number	126009
Local authority	Kent
Inspection number	1068450
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	6
Number of children on roll	8
Name of registered person	
Date of previous inspection	3 February 2014
Telephone number	

The childminder registered in 1999 and lives in Tenterden, Kent. She offers care from 7am to 6pm on Monday to Thursday for most of the year, except family holidays. The childminder receives funding to provide free early education for children aged three and four years. She sometimes works with an assistant.

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