

Childminder Report

Inspection date	10 February 2017
Previous inspection date	6 August 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

- The childminder is skilled at extending children's language skills. For example, she asks questions and encourages children to describe what they are doing. Children are confident speakers who readily engage in conversations with the childminder.
- The childminder successfully establishes children's starting points in their learning. She assesses children's ongoing progress competently and identifies their learning priorities. Children make good progress in learning in relation to their starting points.
- Children form strong emotional bonds with the childminder. They are happy and settled in her care.
- The childminder works effectively in partnership with parents and other early years settings involved with children. They provide consistency in children's care and learning.
- The childminder continues to build on her knowledge and skills to help improve outcomes for children. For example, she recently completed training that has increased her teaching skills and enabled her to narrow emerging gaps in children's speech development more effectively.

It is not yet outstanding because:

- The childminder does not consistently make the most of opportunities to encourage children to continue exploring an activity before moving on to another adult-led learning experience.
- Some planned mathematical activities do not fully engage and interest children.

What the setting needs to do to improve further

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

- provide sufficient time for children to explore planned activities to their satisfaction before introducing new ones
- provide further exciting and innovative ways to build on children's strong mathematical skills.

Inspection activities

- The inspector observed children's activities indoors and in the garden.
- The inspector sampled children's learning records and other relevant documentation.
- The inspector looked at the childminder's self-evaluation form.
- The inspector took account of the views of parents from written feedback.
- The inspector discussed childcare practice with the childminder.

Inspector

Alison Weaver

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a thorough knowledge of how to protect children, for example, from extreme views and harm. She rarely uses her assistant but she makes sure he fully understands his role in safeguarding children. The childminder supervises, coaches and supports the assistant when he works with her. The childminder maintains a safe and secure home where children move around independently. The childminder monitors children's progress effectively, for example, by making good use of the assessment records she completes to help identify children's learning needs. She evaluates her practice and focuses well on areas for development, such as providing additional resources to build further on children's strong early reading skills.

Quality of teaching, learning and assessment is good

Since the previous inspection, the childminder has been responding more effectively to children's curiosity. For example, she makes better use of unplanned activities and spontaneous opportunities to build on children's knowledge and learning. Overall, children enjoy a variety of interesting learning experiences, such as exploring ice. Children develop good control and coordination, for example, when they use large tweezers and a scoop to move ice cubes. Children increase their understanding of simple science, such as finding out what happens to ice when it gets warm. They learn which objects float and which sink, for example, during water play activities. Children confidently demonstrate to the childminder how toys work.

Personal development, behaviour and welfare are good

The childminder has increased the opportunities for children to develop a strong understanding of healthy lifestyles since the previous inspection. Children enjoy daily exercise and fresh air. They develop good physical skills and learn to manage risks safely. The childminder teaches children about healthy eating. She successfully reinforces children's understanding of the importance of good personal hygiene. The childminder teaches children how to stay safe on outings. For example, children develop a good awareness of how to cross roads safely and the dangers of water.

Outcomes for children are good

Children develop well in the skills they need to be ready for the move on to school. They are confident, independent and manage their own personal care needs well, such as putting on coats to play outside. They willingly do tasks, such as tidying up and helping prepare snacks. Children make choices from a good range of challenging resources. They concentrate well at favourite activities, such as role play and playing with toy vehicles. Children behave well and respond positively to adults. They share and take turns. Children develop a positive attitude towards differences in society and respect for others.

Setting details

Unique reference number	EY475855
Local authority	Kent
Inspection number	1071851
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 5
Total number of places	5
Number of children on roll	6
Name of registered person	
Date of previous inspection	6 August 2014
Telephone number	

The childminder registered in 2014. She lives in Tunbridge Wells, Kent. The childminder offers care from 7.30am to 6.30pm, Monday to Saturday, all year round. She occasionally works with an assistant.

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