

Childminder Report

Inspection date	9 February 2017
Previous inspection date	12 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 provides good support to help children be independent. For example, children enjoy cutting up their own snack, and using the dust pan and brush to tidy up after themselves.
- Children have good language skills and are confident communicators. For instance, the childminder talks to them about their play and helps them learn new words to extend their vocabulary.
- The childminder monitors children's learning well and has a good understanding of their overall progress, quickly noting any gaps to follow up. Children make good progress in their learning and development from their individual starting points.
- The childminder shares good information with parents about children's learning and encourages them to contribute their observations from home. For example, parents share what they would like their children to learn next and the childminder incorporates these in children's learning experiences.

It is not yet outstanding because:

- Sometimes, the childminder misses opportunities to extend children's ideas in activities further to help them make even better progress.
- Occasionally, the organisation of some routines means that some children's individual needs are not fully supported.

What the setting needs to do to improve further

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

- develop the opportunities to extend and build on children's learning during activities to help them make even better progress
- review and develop the organisation of some routines to fully support the individual needs of all children.

Inspection activities

- The inspector gained the views of parents through 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 the impact on children's learning.
- The inspector spoke to children and the childminder at appropriate times during the inspection.
- The inspector reviewed documents, such as the childminder's self-evaluation and children's learning records.

Inspector

Sarah Taylor-Smith

Inspection findings

Effectiveness of the leadership and management is good

The childminder evaluates and reflects on her practice well, and seeks the views of parents. For example, she reviews the activities she provides and considers how she can support children's learning even more. Arrangements for safeguarding are effective. The childminder has a good understanding of her role to protect children. She is alert to the signs that may affect vulnerable families and knows what to do if she has concerns about children's welfare. The childminder is committed to developing her practice. For instance, she completes training and networks with other childminders to share best practice ideas. She has successfully developed how she assesses children's learning to ensure that it is more concise and gives a greater overview of their progress.

Quality of teaching, learning and assessment is good

The childminder uses children's interests well to support their learning. For example, she considers them as she plans activities to support their individual next steps in learning and keep them motivated. Children learn how to use technology; for instance, they enjoy taking photographs of their activities. The childminder uses good opportunities to help children develop their mathematical language and skills. For example, she helps them count as they walk up the stairs and encourages them to consider if items are big or small.

Personal development, behaviour and welfare are good

Children settle well and have good relationships with the childminder. She finds out a good range of information from parents, before children start, to support them well. The childminder helps children learn about the wider world, such as introducing them to a range of different festivals and celebrations. Children learn about how to live healthy lifestyles. For instance, they receive nutritious meals and the childminder gives them opportunities to play outside and go to the park. The childminder supports children to behave well. For example, she helps children learn how to take turns and they listen well to instructions.

Outcomes for children are good

Children learn good concentrations skills, particularly during activities that capture their imagination. They are keen to explore and develop their skills. Children learn to make choices and share their views. For example, they tell the childminder that they want to choose something else and direct her to where there are more toys. Children learn a good range of skills to help them be prepared for their next stage of education at nursery or school.

Setting details

Unique reference number	EY474427
Local authority	Kent
Inspection number	1071799
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 3
Total number of places	3
Number of children on roll	1
Name of registered person	
Date of previous inspection	12 August 2014
Telephone number	

The childminder registered in 2014 and lives Sevenoaks, Kent. She offers care from 8am to 6pm on Tuesday to Thursday, all year round, except bank holidays. The childminder receives funding to provide free early education for children aged three and four years.

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