

Childminder Report

Inspection date	15 February 2017
Previous inspection date	1 July 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

- Partnerships with parents are good. Parents value the daily information they receive and the regular opportunities they have to discuss their children's progress and development.
- Children feel safe and behave well. There are positive relationships between the children and the childminder, which helps to support children's emotional well-being, self-esteem and confidence.
- The childminder communicates well with other settings that children attend and schools. She shares information about children's development, which helps to support continuity in their care and learning.
- Children make good progress. The childminder tracks and monitors their achievements and identifies any gaps in their learning. She takes prompt action to close them, involving other professionals where required to help support children, including those who have special educational needs.

It is not yet outstanding because:

- Occasionally, conversations and interactions with children are not used effectively to help them extend their thoughts, ideas and learning.
- The childminder does not make the most of all opportunities to enable children to develop their independence.

What the setting needs to do to improve further

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

- make greater use of interactions with children to help extend their ideas, thoughts and learning
- build further on the range of opportunities to enable children to develop their independence.

Inspection activities

- The inspector read the comments of parents and took account of their views.
- The inspector discussed the childminder's evaluation of her work and the documents relating to children's progress.
- The inspector viewed the areas of the childminding premises that children use.
- The inspector observed the childminder interacting with the children and discussed her practice.
- The inspector sampled written documentation, including that which relates to safeguarding.

Inspector

Jill Thewlis

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands the procedures to follow to keep children safe. She knows who to contact if she has any concerns about children's safety or welfare. The childminder keeps her knowledge and skills up to date. For example, she has recently attended training to improve the learning environment. She evaluates her practice and identifies improvements, such as re-organising the play room to make toys more accessible for children. The childminder and her assistant work well together to support children's learning and development. For example, they discuss the needs of the children, review planned activities and identify aspects of the assistant's practice to develop further.

Quality of teaching, learning and assessment is good

Children's communication skills are well supported. For example, the childminder carefully explains the meaning of words to help support children's developing vocabulary. Children identify rhyming and follow on with additional words, such as those which rhyme with 'mummy'. Children confidently lead their own learning. For instance, they put out objects in numerical order, count them and ask the childminder to take some away. Children then count how many are left. Children play musical instruments and sing popular songs and rhymes, which helps to support their sense of rhythm and creativity.

Personal development, behaviour and welfare are good

A healthy diet and plenty of fresh air help to support children's physical well-being. Children understand risk in their play. For instance, they check behind them as they negotiate space to take the doll for a walk in the pram. The childminder provides children with plenty of opportunities to learn about other cultures. For example, children make masks and traditional biscuits to celebrate the Jewish festival of Purim and read the stories about the patron saints of the United Kingdom. Children understand and respect boundaries. For example, the use of a timer helps to support children's understanding of when they need to tidy up. The childminder reminds children about good manners. For instance, she encourages children not to speak with their mouths full.

Outcomes for children are good

Children learn the skills they need for the next stage of their education, including school. They understand that print carries meaning and happily share books, joining in with familiar repeated phrases. Children identify objects that begin with initial letters. They count accurately and understand that the mathematical concept of subtraction means 'less'. Children's writing skills are developed effectively. For example, children can write their names and simple words.

Setting details

Unique reference number	EY392690
Local authority	Kent
Inspection number	1071165
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	6
Number of children on roll	9
Name of registered person	
Date of previous inspection	1 July 2014
Telephone number	

The childminder registered in 2009. She lives in Tunbridge Wells, Kent. The childminder receives funding to provide free early education for children aged two, three and four years. She works from 7.30am to 6pm, four days per week, throughout the year. The childminder works with an assistant one day per week.

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