

Childminder Report

Inspection date

23 February 2017

Previous inspection date

21 November 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 works successfully with parents. They value the daily conversations and regular opportunities to be involved in and contribute to their child's learning, development and progress records.
- Children make good progress. When children start with the childminder, she works with parents to establish what children know and can do. From that point, they agree next steps in children's learning and development. The childminder observes children as they play and learn. She plans appropriate activities to help to support their progress.
- There is good communication with other providers, including schools. The childminder shares information about children's achievements and successes to help to support consistency and continuity in their learning and care.
- Children behave well and feel safe and secure. There are strong emotional bonds between the childminder and children, which helps to support their sense of well-being, self-esteem and confidence.

It is not yet outstanding because:

- Occasionally, the childminder does not make the most of all opportunities to fully encourage children to practise and develop their independence skills.
- The childminder misses some opportunities to further develop children's understanding of the differences and similarities between themselves and others.

What the setting needs to do to improve further

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

- make the most of all opportunities to help children practise and develop their independence
- provide a greater range of opportunities for children to learn about the differences and similarities between themselves and others.

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 childminder's 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 has a good understanding of how to keep children safe from harm. She knows who to contact if she has a concern about a child's safety or welfare. The childminder uses the expertise of other professionals to help to support children who have special educational needs. She regularly evaluates her provision and makes improvements, such as extending opportunities for children to develop their physical skills. For example, the childminder takes them to local parks to follow walks inspired by their favourite books. She regularly checks the progress children make and highlights any delay in their learning. The childminder plans suitable activities to help children catch up. She is ambitious and constantly seeks to improve her knowledge and skills. For example, the childminder has recently attended training to support an early years degree course.

Quality of teaching, learning and assessment is good

Children confidently lead their own learning and link their play to their own experiences. For instance, they share books with their 'babies'. The childminder encourages children's mathematical vocabulary well. For example, as children build towers, she talks about the different shapes and compares the size of the towers. Children think for themselves and soon realise that the triangle must go on the top. The childminder engages with children in their play. For instance, she helps them to 'iron' the clothes for their toy 'babies'. The childminder effectively extends children's vocabulary. For example, as she models how to use the rolling pin, she explains that they are 'stretching' the modelling dough.

Personal development, behaviour and welfare are good

Children understand risk. For example, they warn adults not to touch the toy iron, because it is hot. Children's social skills are effectively supported. For instance, the childminder takes them to different toddler groups where they have greater opportunities to play with other children. The childminder helps to support children's understanding of healthy eating. For example, they make decisions about the menu for the following week from a selection of healthy options. Children are encouraged to be polite and well-mannered.

Outcomes for children are good

Children learn the skills they need to help them when they move on to the next stage of their education, including school. They learn to count accurately and recognise basic shapes. Children enjoy books, listen attentively to stories and make comments about the characters and how they are feeling. They learn to write their names and to understand routines. For instance, they carry their empty plates to the kitchen. Children communicate confidently and manage their own personal hygiene.

Setting details

Unique reference number	EY413212
Local authority	Kent
Inspection number	1071306
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	5
Number of children on roll	3
Name of registered person	
Date of previous inspection	21 November 2014
Telephone number	

The childminder registered in 2010. She lives in Tunbridge Wells, Kent. The childminder operates her service for five days a week from 7.30am to 6pm, throughout the year.

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