

# Childminder Report

**Inspection date**

20 April 2017

Previous inspection date

29 January 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 offers a welcoming, well-planned learning environment for children. For instance, they easily choose from a wide variety of toys in the playroom.
- Children are happy and settled in the childminder's care. They have good relationships with the childminder, who knows them well and is sensitive to their individual needs.
- The childminder plans a wide variety of stimulating experiences for children, based on her good knowledge of their interests and abilities. Children make good progress in their development from their starting points and enjoy their time at the setting.
- Partnerships with parents are effective. The childminder works closely with parents and communicates with them well. For instance, she provides regular progress reviews and encourages parents to share information from home.
- The childminder reflects on her practice and regularly seeks the views of parents and children to help her evaluate the provision and identify areas to improve.

### It is not yet outstanding because:

- The childminder has not fully developed partnerships with other early years settings that children attend to help consistently support children's learning and care.
- The childminder does not make full use of all opportunities to extend her knowledge and skills even further to help raise outcomes for children.

## What the setting needs to do to improve further

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

- build further on existing partnerships with other early years settings that children attend, to help develop greater consistency in children's care and learning
- make the best possible use of all opportunities to extend skills and knowledge, to help raise outcomes for children even further.

### Inspection activities

- The inspector observed children taking part in activities with the childminder.
- The inspector had discussions with the childminder about her practice and children's learning and development.
- The inspector sampled documents, including children's learning records.
- The inspector looked around the areas of the childminder's home used by children.
- The inspector read comments and letters from parents and took account of their views.

### Inspector

Rebecca Khabbazi

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder knows how to recognise and report any child protection concerns. She successfully keeps her knowledge of safeguarding matters and any changes to requirements up to date, for instance, through online resources. The childminder prioritises children's safety. She checks her home thoroughly to help identify and remove any potential hazards and supervises children closely. The childminder monitors the learning programme and identifies appropriate areas to develop further. For example, she is currently reviewing the use of the garden to offer children new challenges.

### Quality of teaching, learning and assessment is good

The childminder observes children closely and quickly identifies any areas where they may need more support. She responds to children's interests effectively. For instance, she made sure that there were enough modelling materials so that everyone could fully develop their ideas. The childminder includes all children well. For example, she suggested children worked together in teams during a board game so that younger children had enough support when needed. The childminder supports children's communication and language skills effectively. For instance, she encourages conversations and asks children questions to help develop discussions.

### Personal development, behaviour and welfare are good

The childminder is a good role model for children. She offers children calm, consistent reassurance and praise. Children behave well and show concern for their friends. They learn about the wider community, such as taking part in activities to celebrate different events from around the world. The childminder supports children's good health effectively. For example, children understand why they need to wash their hands before they eat. She teaches children useful skills and knowledge to help keep them safe. For instance, they think about any risks when they play a jumping game. Children play outside every day. They have good opportunities to practise their physical skills, such as having a turn on the equipment or playing games.

### Outcomes for children are good

Children grow in independence and make confident choices about their play. For example, they help themselves to toys and choose between activities. Children are assured communicators with strong social skills, happily initiating conversations and games with their friends. Children learn to wait patiently for their turn during games and confidently explain the rules. They count confidently and recognise familiar words. Children become absorbed in their play and are motivated to learn, which helps to prepare them effectively for their future learning and the eventual move to school.

## Setting details

<b>Unique reference number</b>	EY405346
<b>Local authority</b>	Kent
<b>Inspection number</b>	1094186
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	4 - 7
<b>Total number of places</b>	5
<b>Number of children on roll</b>	3
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	29 January 2015
<b>Telephone number</b>	

The childminder registered in 2010. She lives in Tunbridge Wells, Kent. She cares for children from 7.45am to 6.30pm each weekday throughout the year.

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Piccadilly Gate  
Store St  
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