

Childminder Report

Inspection date

12 May 2017

Previous inspection date

27 April 2015

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

- Children are happy and relaxed in the warm and caring environment the childminder provides. They develop caring attachments with her. She knows the children well and enthusiastically joins in with their play.
- Children are confident and active learners who share ideas as they play. For example, children help each other work out how nesting dolls fit one inside the other.
- The childminder evaluates her provision regularly and thoughtfully. She seeks the views of parents and children, identifies areas for improvement and makes changes to support children's learning and development.
- The childminder supports children's language development well. For example, she reads stories and sings songs with them, gives clear explanations in answer to their questions and extends their vocabulary by introducing new words.
- Children make good progress that is typical for their age. They are learning skills in readiness for their next stage of learning, including their eventual move to school.

It is not yet outstanding because:

- The childminder does not make the most of opportunities to share children's achievements with other settings they attend to enable consistent care and development.
- The childminder does not consistently provide opportunities for children to learn about diversity and people's differences beyond their own experiences.

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 opportunities to share children's achievements with other settings they attend to enable a more consistent approach to their care and development
- provide consistent opportunities for children to learn about people's differences and similarities beyond their own experiences.

Inspection activities

- The inspector observed children and their interactions with the childminder as they engaged in activities indoors and in the garden.
- The inspector spoke to the childminder about children's learning and progress.
- The inspector sampled a range of documentation including policies and procedures.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents.

Inspector

Lucy Whitestone

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder updates her understanding of child protection issues through regular training and is clear about the procedures to follow should she be worried about the welfare or safety of a child. The childminder develops good relationships with parents and keeps them well informed about their children's progress, for example, through daily diaries and chats. She monitors children's progress well and uses this information effectively to plan for the next steps in their learning. She researches ideas with other childminders to help her extend the range of experiences she offers children and to improve her provision.

Quality of teaching, learning and assessment is good

The childminder plans activities around children's interests and values the ideas that they offer. She challenges children in order to extend their learning. For example, she invites them to be the reader when they request to hear a story for a second time and the children take up the offer eagerly. They hold the book carefully, describe what is happening on each page and ask questions of their audience. The childminder builds on children's interest in the garden. For example, children are able to identify and name plants and they explore how to operate the pump on a spray bottle to water the flowers. Children develop a good awareness of mathematics. For instance, they count the leaves on their sunflowers and compare the different sizes.

Personal development, behaviour and welfare are good

Children follow good hygiene routines and the childminder encourages healthy practices. For example, children benefit from a daily walk and have great fun dancing to music and experimenting with different ways of moving. The childminder provides a variety of fruits for snack and encourages children to try new foods. Children behave well. They listen carefully to the childminder and follow instructions. For example, children help tidy up their toys before starting a new activity and they share resources with each other. The childminder takes the children on visits in the community. For example, the children visited a farm in lambing season and recall that they saw a lamb being born.

Outcomes for children are good

Children are independent learners who make choices and develop their own play. For example, children organise a game of throwing and catching a ball, invite their friends to join in and take turns. Children feel motivated and ready to learn. For example they persevere with a new jigsaw puzzle and enjoy attempting to cut pipe cleaners with scissors. Children recognise and match letters and learn to make marks for a purpose as they practise their early writing skills. For example, they draw mouths and noses on their paper caterpillars.

Setting details

Unique reference number	126116
Local authority	Kent
Inspection number	1089310
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	27 April 2015
Telephone number	

The childminder registered in 1999. She lives in Tonbridge, Kent. She works Monday to Friday from 7.15am to 6.15pm.

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