

Childminder Report

Inspection date

22 May 2017

Previous inspection date

25 June 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

- The childminder has good relationships with children. She has a warm, caring approach and is sensitive to their individual needs. Children settle quickly and feel secure.
- The childminder makes thorough assessments of children's development and has a good understanding of their abilities and needs. Children enjoy the activities available. They make good progress in their development from their starting points.
- There are strong partnerships with parents. The childminder works with them closely to develop a shared approach to children's learning and care. For instance, she provides regular updates on children's progress and offers suggestions for activities to continue at home.
- The childminder reflects on her practice and is motivated to continually improve what she does. For instance, she has further developed the way she monitors children's development to help make sure her assessments are accurate and precise.

It is not yet outstanding because:

- At times, children are not easily able to make their own choices and decisions about with which toys and resources they wish to play.
- The childminder does not yet offer a very broad range of interesting and challenging learning experiences for children who prefer to learn outdoors.

What the setting needs to do to improve further

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

- provide further opportunities for children to make choices and decisions about their play
- extend the range of experiences and challenges further for children who prefer to learn outdoors.

Inspection activities

- The inspector observed children engaged in activities with the childminder.
- The inspector had discussions with the childminder about her practice and children's learning and development.
- The inspector sampled records, including children's learning journals, and discussed the childminder's self-evaluation.
- The inspector read letters from parents and took account of their views.
- The inspector looked around the areas of the premises used by children.

Inspector

Rebecca Khabbazi

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of how to recognise and report any child protection concerns. She effectively keeps her knowledge of safeguarding matters up to date, for instance, through contact with the local authority and by accessing online resources. The childminder monitors the provision closely. For example, she seeks regular feedback from parents and children to help her identify any areas to improve. She makes good use of opportunities to develop her knowledge and skills. For instance, a recent training course has helped her to review how she provides opportunities for children to explore science and extend their understanding of the world.

Quality of teaching, learning and assessment is good

The childminder gathers detailed information about children before they start and gets to know them well. She observes children closely and quickly identifies any areas in which they are doing well or would benefit from more support. The childminder promotes children's language and communication skills well. For instance, she talks and sings with children, repeating and reinforcing when children try to use new words. She successfully responds to children's interests and builds on them to extend their learning. For example, she makes use of children's fascination with colourful balls to plan activities to encourage early turn taking and simple counting, as well as the development of their physical skills.

Personal development, behaviour and welfare are good

Children form close bonds with the childminder, who is a good role model and offers them calm, patient reassurance and praise. Children behave well. They have good opportunities to share their lives and experiences, and learn about the wider world. For instance, they talk about their visits to family in other countries. The childminder supervises children conscientiously and checks her home thoroughly to make sure it is safe. She helps children to develop an awareness of how to keep themselves safe, for instance, as they take part in regular fire drills. The childminder supports children's good health effectively. For instance, she follows careful hygiene routines for changing nappies to help minimise the risk of cross-infection.

Outcomes for children are good

Children are confident, happy and settled. They quickly learn the routines of the setting and help to tidy up before their nap. They are motivated to learn, excited to take part in activities and enjoy exploring new materials. Young children's communication skills develop quickly as they practise new words. They develop good physical skills, for instance, when they practise rolling a ball back and forth. They learn to share their toys and take turns. Children are well prepared for their future learning and for school.

Setting details

Unique reference number	EY441416
Local authority	Kent
Inspection number	1095274
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	8
Name of registered person	
Date of previous inspection	25 June 2015
Telephone number	

The childminder registered in 2012. She lives in Langton Green, in Tunbridge Wells, Kent. The childminder cares for children from 6.30am to 7.30pm on Monday to Friday, all year round. The childminder receives funding to provide early education for children aged two, three and four years.

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