

# Childminder Report

<b>Inspection date</b>	18 May 2017
Previous inspection date	3 March 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 and her assistant follow children's interests well. For example, they know what they like to play with and ensure that they plan activities to help children explore this further.
- Children make good progress from their individual starting points. Children who have special educational needs, in particular, develop well. For instance, the childminder works well with parents and effectively supports children to access services to provide them with additional support.
- The childminder works well with her assistants and provides good support for them. She ensures that their knowledge is up to date and they have good discussions about children's care and learning. Children receive good continuity.
- Children have good opportunities to learn about how to manage risk and their own safety. For example, the childminder and her assistant give children good explanations about the possible impact of their actions, such as if they throw toys.

### It is not yet outstanding because:

- The childminder misses some opportunities to help children learn about the needs and feelings of each other.
- Sometimes, the childminder does not challenge children as well as possible to think critically and find answers for themselves.

## What the setting needs to do to improve further

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

- extend opportunities for children to build and develop their understanding of the needs and feelings of others
- build further challenge for children by encouraging them to consider and think critically for themselves.

### Inspection activities

- The inspector read written feedback from parents and considered their views.
- The inspector observed the quality of teaching and assessed the impact on children's learning.
- The inspector jointly observed an activity with the childminder and talked about the children's learning.
- The inspector spoke to children, the childminder and her assistant at appropriate times during the inspection.
- The inspector reviewed documentation, such as the childminder's self-evaluation, children's records and suitability records.

### Inspector

Sarah Taylor-Smith

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has a secure understanding of child protection matters and keeps her knowledge up to date. She knows the procedures to follow if she has concerns about children. Arrangements for safeguarding are effective. The childminder evaluates her practice well and considers areas that she can improve. She attends training to help develop areas of her and her assistants' practice. For example, from training they have developed the range of sensory play activities for children to explore. The childminder has suitable links with other settings that children attend and has a good awareness of what children learn there.

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

The childminder provides parents with good feedback in a range of ways to help them keep up to date with their children's development. For instance, she speaks to them daily, sends out newsletters and shares developmental records in writing and electronically. The childminder has a good understanding of children's overall progress and how to help them develop their skills further. Children learn how to communicate well and are confident. For example, younger children initiate conversation through babbling and older children have a good range of vocabulary. The childminder effectively introduces children to numbers and explains to them about time. For instance, children ask about when it is lunchtime and she uses the clock to explain how long it will be.

### Personal development, behaviour and welfare are good

Children settle well with the childminder and her assistants, and are happy in their care. They have a wide range of toys to choose from inside and outside the childminder's welcoming home. They particularly enjoy the opportunity to move freely between the play spaces and follow their own lead in play. The childminder helps children to learn about food and how it supports their healthy lifestyles. For example, they take part in games and have good discussions with the childminder about food that is healthy and unhealthy. Children enjoy opportunities to be independent, such as sprinkling cheese on their pasta at lunchtime.

### Outcomes for children are good

Children gain skills they need to help prepare them for their next stage of learning, including children who are learning English as an additional language. They are motivated and eager to explore. For example, younger children are absorbed in play by pouring and using funnels with the pasta, rice and lentils. Older children learn good literacy skills; they know how to write their names and link letters to the sounds they make. Children learn about other people that are different to them. For instance, they spend time playing with other childminders' children and in playgroups in the community.

## Setting details

<b>Unique reference number</b>	125896
<b>Local authority</b>	Kent
<b>Inspection number</b>	1089308
<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>	1 - 6
<b>Total number of places</b>	12
<b>Number of children on roll</b>	10
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	3 March 2015
<b>Telephone number</b>	

The childminder registered in 2000 and lives in Tonbridge, Kent. She offers flexible care all day for most of the year, except family holidays. The childminder has an early years qualification at level 3 and works with assistants. The childminder receives funding to provide free early education for children aged two, three and four years.

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