

Childminder Report

Inspection date

26 June 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 qualified childminder has a strong knowledge of how children learn and develop. She understands how to motivate children and engage them in purposeful play.
- Children are confident and settled with the childminder. They enjoy an interesting play environment and the opportunity to choose where to play. For example, children like to move between the areas to play inside and enjoy the opportunity to play outside.
- The childminder gives children good support to develop their communication and language skills. For instance, she encourages good conversations as children play and she supports them to contribute to group discussions.
- Children learn a good range of skills in readiness for starting school. They make good progress in their learning and development, and are active and keen learners.
- The childminder is committed to developing her service. She evaluates her practice and that of her assistants well, and she has a clear understanding of their strengths and the areas she would further develop.

It is not yet outstanding because:

- Sometimes, the childminder misses the opportunity to help children extend their knowledge about their safety.
- The childminder has not developed highly effective relationships with all other settings that children attend to be able to promote secure continuity in their learning.

What the setting needs to do to improve further

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

- improve the use of opportunities to extend and support children's understanding of their own safety
- develop more effective relationships with all other settings that children attend to provide better continuity of care and education.

Inspection activities

- The inspector jointly observed an activity with the childminder and discussed children's learning.
- The inspector observed the quality of teaching inside and outside, and assessed the impact of this on children's learning.
- The inspector spoke to children and the childminder at appropriate times.
- The inspector read written feedback from parents and took their views into consideration.
- The inspector viewed and discussed the childminder's self-evaluation, children's learning records, and policies and procedures.

Inspector

Sarah Taylor-Smith

Inspection findings

Effectiveness of the leadership and management is good

The childminder has a good understanding of her responsibility to safeguard children. She is aware of the signs that show a child may be at risk of harm and the issues that may affect vulnerable families. The childminder knows the action to take if she has concerns about a child's welfare. Safeguarding is effective. The childminder shows a strong focus on developing her own and her assistants' professional development. For instance, she has a clear training plan and ensures that all good practice from training is shared to benefit their teaching. The childminder has recently developed her assistants' focus on children's next steps in learning to ensure children continue to achieve.

Quality of teaching, learning and assessment is good

The childminder accurately observes and assesses children's learning, knows where they are in their development and what they need to learn next. Children enjoy the opportunity to test out their ideas and share their views. For example, they predict how they will be able to get the fruit out of the ice. The childminder helps them to get the resources they need and explore if they will work or not. Children receive good support to explore numbers, such as through songs. The childminder establishes good relationships with parents. For instance, she shares daily information about children's care and learning and has meetings to share children's overall progress and personal achievements.

Personal development, behaviour and welfare are good

Children benefit from the childminder's enthusiastic approach, and their emotional well-being is supported effectively. For example, the childminder positively supports children to try things for themselves and offers them praise for their achievements. Children behave well. They are kind and considerate of each other and learn to take turns. The childminder values children's individuality. For example, she ensures that she knows children well and uses their interests to support their play. Children learn how to take care of themselves to support their physical development. For instance, the childminder has good discussions with children about healthy foods and the positive effects they have on their bodies.

Outcomes for children are good

Children form good friendships with each other. They enjoy taking part in activities, such as listening to stories and exploring water play. They share stories from home and recall past experiences. For example, children talk about their favourite play and ask each other if they think they will do it again. Children enjoy spending time with older children and learn about the needs of other people.

Setting details

Unique reference number	EY489751
Local authority	Kent
Inspection number	1015043
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 7
Total number of places	10
Number of children on roll	15
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2015 and lives in Tonbridge, Kent. She offers care from 7.30am to 6.30pm from Monday to Thursday during term time, and from Tuesday to Thursday during the school holidays. The childminder regularly works with assistants. The childminder has a degree in early years and one of her assistants has a level 4 qualification. The childminder receives funding to provide free early education for children aged two, three and four years.

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