

# Childminder Report

<b>Inspection date</b>	29 January 2018
Previous inspection date	25 June 2013

<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 carefully monitors children's progress to identify where priorities for development lie. She observes and assesses children's abilities and provides them with activities which challenge them and help them to move forward in their learning.
- The childminder works well in partnership with parents and the staff in other settings children attend. She liaises with both parties to develop consistent strategies to support children's development and to form a wider picture of children's progress.
- Children progress well from their starting points. If gaps in children's development form, the childminder establishes the reasons why and adapts her practice to support their development better. For example, she develops strategies to develop children's concentration levels and helps them to build confidence.
- The childminder promotes healthy lifestyles. For example, children benefit from active play and tackle physical challenges. She also promotes healthy eating well. For example, she provides opportunities for children to grow and pick fruit for snacks.
- The childminder works with an assistant and another childminder. She employs effective procedures to ensure they all work well together and are consistent in their practice.

### It is not yet outstanding because:

- There are times when the childminder does not act on opportunities to promote children's counting skills, to further encourage their mathematical development.
- The childminder does not consistently offer a range of activities which allows children to make their own discoveries through exploring and developing their own ideas.

## What the setting needs to do to improve further

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

- act more on opportunities to promote the development of children's counting skills as they occur throughout the day
- develop further the range of activities on offer to enable children greater opportunities to explore and make their own discoveries.

### Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector talked with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records.
- The inspector checked evidence of the childminder's qualifications and her suitability checks.
- The inspector held discussions with the childminder in relation to observations of the children's play, learning and progress.

### Inspector

Kerry Lynn

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a strong knowledge of the signs that may indicate a child's well-being is at risk. She understands well how to act if she has a concern. The childminder teaches children well how to look after themselves and stay safe. For example, children know to clear the twigs from the trampoline before they bounce on it. The childminder actively evaluates her practice to improve the outcomes for children. For instance, she collated her own evaluations and those of parents to realise children needed to hear or join in with songs and rhymes more. She has now introduced much more music into her provision. The childminder follows procedures to develop her professional knowledge. This includes learning about how to implement new legislation and developing new ideas about how to support children's development.

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

The childminder uses effective teaching strategies to enhance children's development. For instance, she offers children manageable challenges to help them develop perseverance and encourages them to succeed. Children rise to challenges, such as scooting from one side of the patio to another, and beam with pride when they succeed. The childminder skilfully supports children's development of language. She uses techniques, such as reflecting children's language back to them and demonstrating how to make them into sentences during the conversations she holds with them. The childminder provides children with opportunities to experience diversity in the setting, including through learning about world festivals and understanding different ways of life.

### Personal development, behaviour and welfare are good

The childminder has strong relationships with the children, who demonstrate that they feel safe and secure in the setting. The childminder promotes positive behaviour effectively. She teaches children the reasons why the rules are important and helps them to consider the feelings of others. The childminder encourages the development of children's social skills well. For example, she provides opportunities for them to work together and to share resources. The children engage in teamwork as they sweep the trampoline. The childminder promotes positive values, including good manners. This includes teaching children to say 'please' and 'thank you', which many do without prompt.

### Outcomes for children are good

Children operate with independence in the setting. They engage in imaginative play and enjoy activities, such as 'cooking' lunch for the childminder and their friends. Children learn to manage their own personal needs ready for when they move on to larger settings, including school. They develop control over using cutlery for eating and learn to feed themselves. Older children dress themselves and wash their hands independently. Children develop essential skills for their future learning, including early reading. For example, older children recognise that text carries meaning and ask what written words say. They also learn to recognise their names and some letter sounds.

## Setting details

<b>Unique reference number</b>	EY455973
<b>Local authority</b>	Kent
<b>Inspection number</b>	1063167
<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 - 8
<b>Total number of places</b>	12
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	25 June 2013
<b>Telephone number</b>	

The childminder registered in 2012. She works with another childminder and an assistant in Sevenoaks, Kent. The childminder opens 7.30am to 6.30pm on Monday to Friday, all year round. She also cares for older children during out-of-school hours.

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