

Childminder Report

Inspection date

2 May 2018

Previous inspection date

8 October 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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children are extremely happy and content. The childminder is excellent at helping them understand and manage their feelings. For example, she gives them words to help them express their emotions and needs.
- Children form exceptional relationships with the childminder and she works extremely closely with their parents. She creates a wonderfully nurturing environment where all children flourish.
- The childminder provides a stimulating and challenging curriculum based on her good knowledge of the children's interests and abilities. For example, children tell her about their holidays as they look at countries on a map of the world.
- The childminder monitors children's learning and development well. She puts interventions in place quickly when children do not make as much progress as expected. All children, including those who have special educational needs or who speak English as an additional language, make good progress from their starting points.
- The childminder evaluates her practice well. She identifies where she can make future improvements to effectively develop her practice and environment.
- Children are supported to fully develop their skills in preparation for their future learning, including when they start school.

It is not yet outstanding because:

- The childminder does not consistently develop partnerships with other settings that children attend to enable her to support their learning even further.

What the setting needs to do to improve further

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

- build on partnerships with other settings that children attend to support a more consistent approach to their learning and development.

Inspection activities

- The inspector viewed the quality of teaching.
- The inspector viewed all areas of the premises used for childminding.
- The inspector viewed documents, including suitability checks, policies and procedures, and records to assess children's learning.
- The inspector spoke with parents and children and took their views into account.
- The inspector held discussions with the childminder throughout the inspection.

Inspector

Alison Martin

Inspection findings

Effectiveness of the leadership and management is good

The childminder sets herself high standards and is a well-prepared and knowledgeable practitioner. She is well qualified and continues to receive training and advice from other professionals, to consistently review and improve her practice. She actively seeks the views of parents and children to monitor the impact of any improvements. Safeguarding is effective. She knows what to do if she is concerned about the welfare of children in her care. She teaches children how to keep themselves safe, such as holding hands as they walk back from school. She has high expectations of what children can do and provides a broad range of exciting resources to support their individual learning and development.

Quality of teaching, learning and assessment is good

The childminder plans activities that capture children's imaginations, such as pretending to make dens, or making up puzzles. Children are enthralled as they listen attentively to stories and join in enthusiastically with the actions to songs. They learn new words as the childminder skilfully helps them develop their communication and language skills. She listens carefully to what they are saying and extends their learning, such as by providing them with new experiences to talk about. For example, they describe the scent, taste and texture of a variety of fruit at snack time. Children learn to investigate and experience the natural world, for example, as they plant bulbs outside and take regular walks.

Personal development, behaviour and welfare are outstanding

Children form incredibly strong attachments to the exceptionally responsive and nurturing childminder. Their self-confidence and positive behaviour are outstanding. The childminder sets clear and appropriate boundaries, which are extremely sensitive to children's individual stages of development. She listens carefully to the wishes of parents to provide excellent routines and exceptional care. She expertly encourages children to express their thoughts and ideas. She never fails to recognise and praise their achievements. Children are confident to try out new activities, such as puzzles with more pieces, or sing by themselves to the group. Children gain exceptional knowledge of their place in the world as they talk about the similarities and differences of countries and continents.

Outcomes for children are good

Children make good progress and they acquire and practise new skills to prepare them for lifelong learning. They confidently sing number rhymes and begin to recognise the letters in their names. Children are motivated learners with a deep sense of curiosity and well-developed imaginations. For instance, they develop their storytelling and negotiate with each other's ideas during role play. They form good friendships with one another as they explore, play and learn together.

Setting details

Unique reference number	125567
Local authority	Kent
Inspection number	1126816
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	14
Name of registered person	
Date of previous inspection	8 October 2015
Telephone number	

The childminder registered in 1992. She lives in Tenterden, Kent. The childminder offers care Monday to Friday from 7.30am to 6.30pm, for most of the year. She is in receipt of funding for free nursery education for children aged two, three and four years. She holds a relevant level 3 qualification.

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