

# Childminder Report



## Inspection date

26 June 2018

Previous inspection date

15 December 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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The childminder develops strong relationships with parents and shares good information with them about their children's routines and activities in the setting. For example, the childminder shares a daily written diary and encourages parents' verbal feedback.
- The childminder creates an exceptionally safe, happy and fun environment. She is an excellent role model for children, who are exceedingly polite and well behaved.
- Children are extremely motivated and highly independent learners. The childminder's infectious enthusiasm and excellent knowledge of children encourages them to be remarkably curious and keenly interested in the world around them.
- Children's communication and language skills are extremely well supported. The childminder listens attentively and gives them time to respond to her well-constructed questions. Children learn to share their ideas very well. For example, they learn an extensive range of words to help express their thoughts and feelings.
- The childminder monitors children's learning and development. She knows what children are interested in and plans stimulating and exciting activities to support their growing skills. Children learn skills to support their future learning, including going on to school.

### It is not yet outstanding because:

- Although the childminder observes children's achievements well, she does not always use this knowledge effectively when identifying specific next steps to support their individual learning and development needs.

## What the setting needs to do to improve further

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

- strengthen assessments of children's progress to identify specific and targeted next steps in learning and development more precisely.

### Inspection activities

- The inspector observed the quality of teaching inside and outdoors, and its impact on children's learning.
- The inspector viewed all areas of the premises used for childminding.
- The inspector viewed documents, including suitability checks, policies and procedures, and records of children's progress.
- The inspector read comments from parents and took their views into account.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection.

### Inspector

Alison Martin

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder routinely reflects on her practice. She works well with other professionals to update her knowledge and continually makes improvements that promote good outcomes for children. For example, children benefit from regular music sessions to help improve their social interactions. The childminder monitors children's progress in learning and development to help prevent them falling behind their peers. She puts the welfare of children at the heart of her practice. Safeguarding is effective. She demonstrates a thorough knowledge of how to respond if she is concerned about children's safety.

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

The childminder provides exciting resources and challenging activities to support children's growing curiosity and knowledge. For example, children thrill at watching how quickly water evaporates from warm stones. She knows when to step in and out of children's play to support learning. For instance, she expands their experience of filling containers with water by providing words such as 'over flowing' to describe their new discoveries. Children become deeply involved in practising new skills, such as spontaneously matching initial sounds they hear in words, with letters they see in the environment. Children learn about differences and similarities and are encouraged to ask questions to expand their understanding of the world. For example, they compare the different temperatures of stones placed in the sun and the shade.

### Personal development, behaviour and welfare are outstanding

Children flourish in the excellent care provided by the extremely nurturing childminder. Her outstanding interactions support children to develop excellent social skills, such as politeness, respect and cooperation. They display exceptionally high levels of self-motivation as they select their own resources to develop their play. The childminder's commitment to children's well-being is outstanding. She regularly seeks their views, such as by prompting them to express their thoughts and feelings. Children's self-confidence is supported extremely well. Well-timed and specific praise acknowledges their perseverance and effort. For example, they take exceptional pride in their skills as they confidently and competently prepare their own snacks and meals. Well-planned routines provide excellent opportunities for children to learn how to stay safe and healthy. For instance, children describe how healthy food provides energy for their bodies.

### Outcomes for children are good

All children make good progress in their learning. They enthusiastically sing as they become absorbed in their activities. Children develop skills for writing, such as when they write the snack menu or make patterns with paint on the patio. They spontaneously count objects and develop skills in sequencing, such as when they competently recall the days of the week in the correct order. Children are active learners who display very strong independence skills.

## Setting details

<b>Unique reference number</b>	EY270681
<b>Local authority</b>	Kent
<b>Inspection number</b>	1128862
<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>	2 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	15 December 2015
<b>Telephone number</b>	

The childminder registered in 2003. She lives in Tonbridge, Kent. The childminder offers flexible childcare from Monday to Wednesday for most of the year, excluding bank holidays. She receives funding to provide early education for children aged three and four years. The childminder has a relevant childcare qualification at level 3.

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Piccadilly Gate  
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Manchester  
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