

# Childminder report

<b>Inspection date</b>	9 August 2018
Previous inspection date	14 January 2016

<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 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

### The provision is good

- The childminder gets to know the children extremely well. She establishes outstandingly inspirational relationships with them. Children have excellent levels of self-worth.
- The childminder establishes positive partnerships with parents and keeps them fully involved in their children's learning. For example, she encourages them to add to their children's learning records regularly, such as through sharing photographs from home.
- Children have good opportunities to develop their mathematical skills to support their future learning. For instance, children count with confidence as they play.
- There are good opportunities for children to explore and investigate the natural world. For example, they enjoy regular nature hunts and enjoy bird watching activities with the childminder.
- Children communicate with great confidence and the childminder supports their speaking skills well. For instance, she consistently asks highly challenging questions.

### It is not yet outstanding because:

- The childminder misses some opportunities to extend children's early reading skills even further to support their future learning skills more consistently.
- The childminder does not make the most of opportunities for children to develop their creative skills more extensively.

## What the setting needs to do to improve further

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

- provide challenging opportunities to help children gain more in their early reading skills, to support them to prepare for their eventual move to school
- build on children's opportunities to develop and extend their creative skills and be more creative as their play.

### Inspection activities

- The inspector viewed the areas of the childminder's home that children use.
- The inspector observed the childminder interacting with the children.
- The inspector sampled written documentation, such as children's progress reports, and policies and procedures.
- The inspector spoke to children and the childminder at convenient times.

#### Inspector

Kelly Hawkins

## Inspection findings

### Effectiveness of leadership and management is good

The childminder regularly reviews her practice effectively. For example, she evaluates the day's events and uses her findings to support her future activity plans. The childminder asks other childminders to observe her interact with children and she takes on board their helpful advice to develop her performance. This helps her to keep children motivated to learn. The childminder is proactive in ensuring that she keeps up to date with new ideas and builds on her skills and knowledge further. For instance, she attends training beneficial to her practice, such as learning about the different ways that children play. She used her new knowledge to develop the way she plans activities to challenge children's learning even further. Safeguarding is effective. The childminder has a good knowledge of the safeguarding and child protection procedures to follow, including knowing whom to contact to follow up and raise concerns.

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

The childminder closely monitors children's progress. This enables her to highlight any gaps in their development promptly and provide them with good individual support to help close them. The childminder effectively helps prepare children for their eventual move to school. For instance, they learn to write their name and give meaning to the marks they make with confidence. The childminder skilfully builds on children's interests. For instance, children who enjoy a story about a man made from a stick go on to visit the woodland with the childminder to act out their favourite story and bring their imagination alive.

### Personal development, behaviour and welfare are outstanding

The childminder is an inspirational role model and children are exceptionally polite and behave impeccably. Children develop extremely challenging physical skills. For example, they negotiate more complicated equipment, such as rope swings and ladders, with excellent levels of confidence. Children gain an extremely good understanding of the importance of healthy eating. For example, they are fascinated as they learn about and harvest the interesting food they help grow at their allotment, such as courgettes and broccoli. Children have outstanding levels of respect and understanding of other people's similarities and differences. For instance, they learn about an extensive range of festivals and religious beliefs, such as the Jewish tradition of Yom Kippur.

### Outcomes for children are good

Children of all ages make good progress in relation to their individual starting points. Children develop good skills to support their future learning and gain the skills that help to prepare them well for moving on to school. For example, they enjoy regular science experiments, such as exploring the shadow shapes they make and investigating muddy puddles. Children are very independent and confidently find their own belongings and choose their own play.

## Setting details

<b>Unique reference number</b>	125698
<b>Local authority</b>	Kent
<b>Inspection number</b>	10063848
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	2 - 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	14 January 2016

The childminder registered in 2000. She lives in Sevenoaks, Kent. The childminder cares for children Monday to Thursday from 7.45am to 6.30pm, all year round. She receives funding to provide free early education for children aged three years.

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