

# Childminder report

<b>Inspection date</b>	12 November 2018
Previous inspection date	26 November 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 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

### The provision is good

- The childminder works hard to provide a bright and stimulating environment. There is a wide range of resources that children can independently access.
- The childminder successfully helps children to gain an awareness of the wider world. For example, children try food from different countries, such as spring rolls and noodles.
- Partnerships with parents are strong. Parents enjoy access to the online journal system. This helps them to contribute to their child's learning and keep up to date with their progress. Parents are highly complimentary about the care their children receive from the childminder.
- Children behave well. The childminder is a good role model for children. She is polite and reminds children about using manners.
- Children feel safe and secure. The childminder welcomes children warmly and is attentive to their needs and interests. She gives cuddles and reassurance when children need them.

### It is not yet outstanding because:

- Continuity of learning is not maximised as the sharing of information with other settings that children also attend is not fully established.
- The childminder does not gather enough information from parents when children first start about what their children already know and can do, to establish children's starting points and help fully plan for their learning from the outset.

## What the setting needs to do to improve further

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

- improve information sharing with other settings that children also attend to ensure consistency of learning
- strengthen processes to gather more information from parents about what their children already know and can do when they first start, to identify children's starting points more swiftly and help plan for their learning from the outset.

### Inspection activities

- The inspector had a tour of the areas of the premises used for childminding.
- The inspector observed the quality of teaching and the impact it has on children's learning.
- The inspector looked at a sample of documentation, including policies and procedures, suitability checks of staff and children's records.
- The inspector spoke to parents and took their views into consideration.
- The inspector talked to the childminder and children at appropriate times during the inspection.

#### Inspector

Michaela Borland

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a good understanding of child protection. She knows how to recognise signs that a child may be at harm and the procedures to follow if she has concerns about a child's welfare. Recruitment and vetting processes are strong. This ensures the childminder's assistant is suitable to work with children. The childminder monitors the performance of her assistant to identify any areas for improvement. The childminder attends relevant training to keep her knowledge up to date and to develop her skills. She regularly reviews her practice and seeks the opinions of parents and her assistant to help target areas for further development.

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

The childminder has a good knowledge of child development and how children learn. She plans age-appropriate activities that excite and challenge children. For example, younger children enjoy exploring slime as it falls through their fingers. The childminder closely monitors children's development and makes accurate assessments of their progress. She uses this information to plan the next steps for children's learning. She encourages good development of children's speech. For example, during play she introduces the names of animals and the different noises they make. Children develop their early writing skills. For example, young children use chalks and paints to create patterns on paper.

### Personal development, behaviour and welfare are good

The childminder knows the children in her care well. The positive relationships she has with them give children the confidence to explore and make choices about their play. Children are happy and settled. The childminder helps develop children's social skills as she encourages them to take turns and share toys. Children learn about healthy lifestyles. For example, the childminder provides nutritious home-made meals and children enjoy using their physical skills at the local park. The childminder ensures the environment is safe for children. She knows how to identify and minimise risks to children within her home and out in the community.

### Outcomes for children are good

Children enjoy using their imaginative skills. For example, they pretend to make toast in the toy kitchen. Overall, children are developing good levels of independence. For example, they hang up their own coats and change their own shoes. Children are motivated to learn and make good progress. They develop the key skills they need for the next stage in their learning.

## Setting details

<b>Unique reference number</b>	EY421765
<b>Local authority</b>	Kent
<b>Inspection number</b>	10063814
<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>	1 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	23
<b>Date of previous inspection</b>	26 November 2015

The childminder registered in 2011 and lives in Tonbridge, Kent. She offers care Monday to Thursday throughout the year, from 7.30am to 6.30pm. She receives funding for free early years education for children aged two, three and four years. The childminder and her assistant both hold relevant childcare qualifications.

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