

# Childminder report

<b>Inspection date</b>	27 February 2019
Previous inspection date	25 April 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

### This provision is good

- The childminder provides a well-resourced environment that helps children to enjoy and achieve well. Resources are plentiful, well organised and easily accessible, to encourage children to follow their own interests.
- The childminder regularly evaluates her provision. She seeks the views of parents, and reviews the activities and resources on offer, to help her identify her strengths and areas of development. This contributes to the good progress that children make.
- Children's literacy skills are well supported. For instance, children are keen to identify animals on flash cards. Younger children are excited to act out the behaviours of animals, such as flapping their wings like a butterfly. Older children enjoy finding the card with the letter for their name.
- Children build very strong emotional attachments with the warm and nurturing childminder. Extremely robust settling-in arrangements meet children's individual needs and ensure that they settle in incredibly quickly.
- The childminder has established good partnerships with parents and other settings children attend. She is committed to regularly sharing information to help provide continuity for children's care and development.
- Although the childminder attends mandatory training courses, she does not sharply focus her professional development to develop further her already good teaching skills.
- Children do not consistently have enough opportunities to use their senses to explore a variety of more natural resources and textures.

## What the setting needs to do to improve further

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

- enhance professional development plans, to develop teaching skills to an even higher level
- extend opportunities for children to use their senses, to explore a variety of more natural resources and textures.

### Inspection activities

- The inspector talked with the childminder and children at appropriate times during the inspection.
- The inspector viewed some written documentation, including children's developmental records, attendance registers, policies and training records.
- The inspector viewed written feedback from parents to gain their views.
- The inspector viewed all areas of the home that children have access to.
- The inspector observed the quality of teaching during activities both indoors and outdoors and assessed the impact it has on children's learning.

### Inspector

Nicola Edwards

## Inspection findings

### Effectiveness of leadership and management is good

The childminder is well organised and ensures that her records are well maintained and easily accessible for parents. She has a comprehensive set of policies and has a good understanding of her role and responsibilities. The childminder continues to update her mandatory training, such as safeguarding and first aid. Safeguarding is effective. The childminder has a secure knowledge of child protection issues and the procedures to follow if she has a concern about a child's welfare. She knows the signs that indicate a child may be at risk of abuse or neglect. The childminder gains information from parents about their child's development and interests. She shares ideas of activities they can complete at home to support their children's ongoing learning. For instance, children enjoy spotting birds in their own gardens using information sheets and practice hand exercises to prepare them for early writing skills. Parents speak positively of the childminder. They praise her 'well planned and varied activities'.

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

The childminder sits at children's level to ensure good eye contact as they play and narrates their activities clearly. For example, as she introduces resources she clearly models new vocabulary to younger children to develop their understanding. Children are engaged and happy, they respond positively to the childminder who encourages them to explore their ideas. Children develop good hand control and coordination. For instance, older children carefully thread cereal loops onto pipe cleaners, to create their own bird feeders for the garden. Younger children enjoy pushing the loops 'down and down' with support from the childminder. Children develop good mathematical skills. For example, they count the number of loops added to their bird feeder and make simple predictions of how many more they will need.

### Personal development, behaviour and welfare are outstanding

Children demonstrate exceptional levels of confidence and self-esteem. They delight in sharing their ideas with the childminder and visitors, and persevere incredibly well at tasks. Children develop excellent independence and self-care skills. For instance, they delight in showing their clean hands after 'washing away the germs' and peeling their own fruits for snack time. The childminder encourages children to discuss their favourite foods and teaches them about the vitamins inside them. Children's behaviour is exceptional. Children demonstrate excellent skills of kindness and respect. The childminder teaches children to stay safe exceptionally well, such as teaching the importance of sitting properly on chairs and using equipment. Children are offered plentiful opportunities to learn about the local community and the world around them. For example, they are incredibly excited to talk about the woodpecker they saw on their woodland walk, visit local museums and activity groups.

### Outcomes for children are good

Children are well prepared for the next steps in their learning. They have opportunities to use writing tools to make marks. Older children learn to recognise letters of the alphabet and familiar numbers. Younger children develop good imagination skills. For example, they enjoy making cups of tea and picnics using role-play toys.

## Setting details

<b>Unique reference number</b>	EY458615
<b>Local authority</b>	Kent
<b>Inspection number</b>	10075378
<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 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	25 April 2016

The childminder registered in 2013 and lives in Edenbridge, Kent. She provides childcare from 8am to 6pm, Monday to Friday for most of the year. The childminder receives funding to provide free early education for children aged two, three and four years.

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