

# Childminder report

<b>Inspection date</b>	14 May 2019
Previous inspection date	4 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		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The childminder has successful partnerships with parents. She establishes good communication and knows about children's learning and well-being at home. Parents appreciate the childminder's detailed summary of their children's daily activities, which includes their individual achievements.
- Children engage well in play and like to develop new skills. For example, they explore how to use scissors to cut egg boxes. They are confident and enjoy challenge. Older children comment that 'cutting is hard' but, after some practice, they can do it.
- The childminder supports children to have a good understanding of their own health and what contributes to keeping them healthy. For instance, she helps them to find their hearts and feel how they beat faster when they have exercised. She explains that their movement is good for their bodies.
- The childminder observes children's play well. She has a secure understanding of what they can do and what they need to learn next. The childminder uses the information well to plan a wide range of activities for all children to enjoy. Children make good progress in their learning and development.
- The childminder's links with staff at other settings that children attend do not consistently support continuity for children in their learning.

## What the setting needs to do to improve further

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

- extend the partnership working with staff at other settings to further support children's learning and development
- strengthen the support for children to develop their literacy skills further.

### Inspection activities

- The inspector read written feedback from parents and took their views into consideration.
- The inspector observed the quality of teaching and assessed the impact on children's learning.
- The inspector jointly observed an activity with the childminder and discussed children's learning.
- The inspector spoke to children and the childminder at appropriate times during the inspection.
- The inspector reviewed the childminder's policies and procedures and children's learning records.

**Inspector**  
Sarah Taylor-Smith

## Inspection findings

### Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. The childminder is aware of the possible signs and symptoms that may show that a child is at risk of harm. She has a secure knowledge of the action to take to keep children safe. The childminder reflects on her provision well and makes appropriate adjustments to further support children. For example, she reviews the ages of the children in attendance and makes changes to help them make the most of activities. The childminder develops her skills effectively. For instance, she has professional discussions with other childminders to share recent developments and good practice.

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

The childminder follows children's lead and interests in play. For instance, children have good opportunities to choose to play inside or outside. The childminder monitors children's learning effectively. She is confident that children develop a wide range of skills to help them be ready for their next stage of learning. Children have strong communication and language skills. For example, older children engage in lengthy discussions about what they do at home. The childminder role models language well to younger children to help them learn new words. The childminder promotes children's creativity effectively. For example, she provides them with good resources and some ideas of what they could make. She supports them well as they make models.

### Personal development, behaviour and welfare are good

Children behave well. The childminder provides good support to help children learn about the needs of others. Older children in particular play very well together and younger children are keen to involve others in their play. The childminder builds close relationships with children. For example, they are eager to share their play with her and the childminder offers children high praise for their achievement. This helps to build their self-esteem. The childminder gives children good opportunities to learn from the world around them. For instance, they go on trips to local farms and follow the changes and development of the animals over time.

### Outcomes for children are good

Children are motivated learners who are keen to explore. They demonstrate good imaginary play skills. For example, they develop a story as they pretend to camp and spot a snake on top of their tent. Children enjoy being active and have well developed physical skills. For instance, they climb, run, ride bicycles and enjoy chasing bubbles in the garden. Children have good problem-solving skills. For instance, they are able to identify where their track is broken. They make suggestions about the changes they can make to fix it.

## Setting details

<b>Unique reference number</b>	EY303118
<b>Local authority</b>	Kent
<b>Inspection number</b>	10073504
<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>	4 January 2016

The childminder registered in 2005. She lives in Kings Hill, West Malling, Kent. She offers her service all day Monday to Friday throughout the year except for bank holidays and family holidays. The childminder receives funding to provide free early education for children aged three and four years. She occasionally works with assistants.

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