

Childminder report

Inspection date	13 June 2019
Previous inspection date	4 January 2016

The quality and standards of the early years provision	This inspection:	Good	2
	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 is dedicated to developing her setting to support children to have a safe and welcoming learning environment. She reflects well and makes good changes to benefit children's play. For example, children now have more opportunities to explore messy play in the garden and be involved in planting vegetables.
- Children are confident and self-assured. They make choices about their own play from a range of toys and move freely around the childminder's playroom.
- The childminder supports children to have good communication and language skills. For instance, she is attentive and responsive to children and they initiate conversations and share stories from home.
- The childminder is calm, patient and caring. She encourages children's behaviour with positive support and good explanations of how to be considerate of others. As a result, children play well together and learn to share toys well.
- Children learn a good range of skills to help them be ready to start school. They all make good progress in their learning and development. Parents praise the childminder's support for their children to learn new skills and the good care she provides.
- The childminder has built secure relationships with staff at some of the other settings that children attend. However, she has not fully developed partnership working with all professionals that also work with children who attend her setting. This means that she cannot consistently support continuity in learning for all children.

What the setting needs to do to improve further

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

- develop the partnership working with staff at other settings that children attend to support their progress and continuity of care 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.
- 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 understands her role to keep children safe. She has up-to-date knowledge of child protection procedures and knows what to do if she has concerns about a child. The childminder sometimes works with an assistant. She keeps his training and knowledge up to date to ensure that he can support children's needs effectively. The childminder builds secure relationships with parents. For example, she regularly updates them about their children's progress through daily conversations and phone messages. The childminder continues to develop her professional knowledge well. For instance, she considers how she can support individual children and speaks to other childminders and researches new ideas.

Quality of teaching, learning and assessment is good

The childminder has a detailed knowledge of children's individual abilities. She has a good overview of children's progress and how to focus her support to help their future development. The childminder successfully helps children to explore and follow their interests. For example, after a focused activity she supports children to continue to experiment with paint and glue. Children create challenges for themselves and want to try to use scissors to cut paper. This supports their finger-muscle skills and sense of pride in their achievements. The childminder uses routine opportunities well to help children to explore numbers. For instance, she encourages children to count their rice cakes and think about the number of plates they need at snack time.

Personal development, behaviour and welfare are good

The childminder supports children well to have regular opportunities to play and explore in their local community. For example, the childminder takes them on trips to local farms and nature parks. Children have good opportunities to socialise with other children who may be different from themselves. For instance, the childminder takes children to different toddler groups in a variety of areas. The childminder provides healthy meals for children to enjoy. She speaks to parents about what children like when they first start and she ensures that children are able to try new foods. The childminder praises them for their courage when they have something new to eat.

Outcomes for children are good

Children all make good progress in their learning and development. They concentrate for long periods of time on chosen tasks, such as role play with dolls and figures. Children spontaneously sing as they play and enjoy being creative. They begin to form recognisable shapes when they draw pictures. For example, they show the childminder that they have drawn people and show the features such as eyes, nose and legs.

Setting details

Unique reference number	EY414924
Local authority	Kent
Inspection number	10074564
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	4 January 2016

The childminder registered in 2010 and lives in East Peckham near Tonbridge, Kent. She offers flexible care all day Monday to Friday, except for bank holidays and family holidays. The childminder offers overnight care. She sometimes works with an assistant. The childminder is registered to receive funding to provide free early education for children aged two, three and four years.

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