

# Childminder report



<b>Inspection date</b>	27 June 2019
Previous inspection date	23 March 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Partnerships with parents are excellent. Parents are highly appreciative of the care and support their children receive from the childminder. They are delighted by the range of interesting and stimulating activities the childminder provides.
- Relationships between the children themselves, and with the childminder and her assistant, are extremely warm and trusting. This helps to support children's self-confidence and self-awareness. Children feel safe and their behaviour is exemplary.
- When children start at the setting the childminder works with parents to establish what children know and can do. The childminder and her assistant plan exciting activities that help children to make rapid progress.
- The childminder has highly positive and professional relationships with other settings where care is shared, including school. She meets regularly with other professionals to share details of children's care, learning and progress and this helps to ensure consistency of care.
- The childminder is committed to furthering her knowledge and expertise. She is the lead trainer for the area and works with other providers to share knowledge and practice. For instance, she has attended speech and language training to help her to support children's communication skills.
- The childminder is exceptionally thorough in checking to make sure children are safe in her care. For instance, she checks her premises daily and has rigorous procedures in place to ensure they are safe on outings.

## What the setting needs to do to improve further

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

- build on the already excellent opportunities for children to explore the outdoors to support their emerging curiosity of the natural world.

### Inspection activities

- The inspector toured the parts of the premises used for childminding activities.
- The inspector observed the childminder and her assistant interacting with children and discussed their practice with the childminder.
- The inspector reviewed documents relating to the safeguarding of children and the suitability of adults.
- The inspector reviewed the learning and progress records of children.
- The inspector read the comments of parents, spoke to children and took their comments into account.

### Inspector

Jill Thewlis

## Inspection findings

### Effectiveness of leadership and management is outstanding

Safeguarding is effective. The childminder and her assistant have a thorough knowledge and understanding of the procedures to follow, and the people to contact, if they have a concern about a child's safety or welfare. The childminder's policies and procedures are robust. She rigorously supports children in their understanding of how to keep themselves safe. For instance, she carefully demonstrates and explains how to hold scissors safely. Children with special educational needs and/or disabilities are well supported. Where necessary, external advice is routinely sought. The childminder identifies any gaps in children's learning and takes prompt action to address these. The childminder is highly effective in the support of her assistant. He benefits from daily conversations to discuss his practice and training needs.

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

The childminder and her assistant consistently use excellent teaching skills to develop children's ideas and extend their learning. For example, children's early writing skills are expertly developed when they decide to create signs and scarecrow pictures to deter anyone from digging up the newly-planted seeds. The childminder and assistant ask perceptive questions as they encourage children to consider what will happen if they put ice cream in the toy oven. 'The ice cream is cold and the oven is hot. It will melt,' children say. Meticulous planning, linking areas of learning, helps children to make connections. For instance, they observe the life cycle of the butterfly and link it to a familiar story. This excellent provision could be extended further to help support children's interest in the natural world. The childminder is highly effective in using the story to develop children's understanding of mathematical concepts such as counting and sequencing numbers. Children have excellent opportunities to understand diversity and other cultures. For instance, children learn about the similarities and differences between the celebrations of different festivals around the world.

### Personal development, behaviour and welfare are outstanding

The childminder shows great skill in helping children of all ages to form strong relationships, which ensure they feel safe and secure. Children are very kind. For instance, young children carefully lift the hood of the pram to protect the doll from slight rain. Children have excellent opportunities to develop their physical skills. For example, toddlers negotiate the available space with the pram, reversing and turning skilfully and with increasing confidence. The childminder strongly promotes highly effective health and hygiene routines. Young children engage with adults very positively. For example, the adult and the child take turns to push the fire engine and make siren noises.

### Outcomes for children are outstanding

Children are exceptionally well prepared for the next stage of their education, including school. They develop strong early reading skills. For instance, children benefit from sharing books and stories which link to their learning. They are highly independent in managing their personal routines. The interesting activities help to support young children in concentrating for extended periods of time. Children share activities and take turns, for instance, taking turns to put shopping through the till, calling 'ping' each time.

## Setting details

<b>Unique reference number</b>	EY314741
<b>Local authority</b>	Kent
<b>Inspection number</b>	10108617
<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 - 8
<b>Total number of places</b>	9
<b>Number of children on roll</b>	13
<b>Date of previous inspection</b>	23 March 2015

The childminder registered in 2005 and lives in Tonbridge, Kent. She works with one assistant throughout the year, Monday to Thursday. The childminder holds early years teacher status. She provides care for funded children aged two, three and four.

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