

# Childminder report

<b>Inspection date</b>	4 July 2019
Previous inspection date	16 March 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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

- Relationships between the childminder and the children are warm and friendly. This helps to support children's self-confidence and emotional well-being. Children feel safe and behave well.
- Positive partnerships exist between the childminder and parents. Parents are complimentary about the childminder's care of their children, her flexibility in supporting their needs and the wide range of interesting activities she provides. Parents make regular contributions to children's learning records, for instance by using the online system.
- The childminder works closely with parents when children join her setting to find out what children can do and what their next steps are. She plans appropriate and engaging activities to help children make good progress.
- There are times when the assistants do not reshape activities to meet the emerging needs of children and provide further challenge, particularly for pre-school children.
- The childminder and her assistants discuss the setting and needs of the children, but these discussions are not always sufficiently well focused on the development and improvement of staff practice.
- Children with special educational needs and/or disabilities (SEND) receive effective support. The childminder is meticulous in implementing plans provided by external professionals.

## What the setting needs to do to improve further

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

- ensure that activities are adapted to meet the emerging needs of children and provide additional challenge, particularly for pre-school children
- ensure that the supervision of assistants is effective, in order to provide support, coaching and training so that they have the knowledge and skills to fulfil their roles successfully.

### Inspection activities

- The inspector toured the parts of the premises used for childminding activities.
- The inspector reviewed the childminder's policies and procedures which relate to safeguarding and suitability of staff.
- The inspector observed the childminder and her staff interacting with children and discussed their practice.
- The inspector spoke to parents and children and took their views into consideration.
- The inspector looked at children's online learning records of their progress and development.

### Inspector

Jill Thewlis

## Inspection findings

### Effectiveness of leadership and management is good

The childminder checks her premises daily to help to ensure that it is safe and secure for children to use them. She helps children understand how to keep safe. For instance, she carefully explains to older children that beads are not suitable for younger children because of a choking risk. Safeguarding is effective. The childminder and her assistants have up-to-date knowledge of safeguarding practice and know the procedures to follow and people to contact, should they have concerns that a child is at risk of harm. The childminder regularly reviews the progress children make, identifies any gaps in their learning and promptly addresses these.

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

Children delight in observing how beads grow larger in the water and shrink when out of the water. They enjoy the feel of the beads, and adults successfully extend their vocabulary to include words such as 'squidgy' and 'squashy'. The childminder and her assistants act as good role models by speaking clearly, and they encourage children to do the same. They promote discussions during group activities, such as how birthdays are celebrated, thus providing further support for communication and language. Young children persevere and develop strength in their fingers. For instance, they concentrate intently as they peel the back off the stickers they use to create pictures. Early mathematical skills are promoted effectively. For example, children count the number of pirate ships and hats and begin to understand mathematical language, such as 'how many altogether'.

### Personal development, behaviour and welfare are good

Children are kind and readily share resources. For example, an older child gives a younger one a sticker because he cannot find the one he wants and is upset. Children have good opportunities to engage in activities to promote their physical development. For instance, they benefit from regular visits to soft-play centres and to the local park, where they play with balls and on climbing equipment in the fresh air. Children discuss the similarities and differences between themselves and others. They learn how other cultures celebrate important festivals such as Diwali and Chinese New Year. For example, they make Diwali lamps and sample traditional foods. Young children play amicably alongside each other when building their own train track. Older children play collaboratively, making decisions about where the fire ladders and firemen should go.

### Outcomes for children are good

Children are well prepared for the next stage of their education, including school. They develop an interest in books and rhymes, and this helps to support their early reading skills. They use pencils and crayons for mark making and early writing activities. Children learn to manage their own personal care routines effectively. They are independent, freely choosing their own toys and activities. Children understand, and follow, established routines.

## Setting details

<b>Unique reference number</b>	EY318057
<b>Local authority</b>	Kent
<b>Inspection number</b>	10108623
<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>	3
<b>Number of children on roll</b>	30
<b>Date of previous inspection</b>	16 March 2015

The childminder registered in 2005. She operates from her home in Hadlow, near Tonbridge, Kent. The childminder receives funding to provide free nursery education for children aged two, three and four years. The childminder supports children with SEND. The childminder, who works with two assistants, has an appropriate early years qualification at level 3. One of her assistants holds a similar level 2 qualification.

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