

Childminder report

Inspection date	28 August 2019
Previous inspection date	6 February 2017

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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder establishes inspirational relationships with children. For example, she visits them at home before they start at the setting to get to know their individual personalities extremely well. There is an outstanding level of trust and children demonstrate that they feel very secure, through an incredibly good sense of belonging.
- The childminder supports children to develop very good communication skills. Children are exceptionally confident to share their ideas. The childminder consistently builds on children's extensive range of vocabulary amazingly well.
- Children have good opportunities to develop their reading skills to support their future learning. For instance, they recognise simple words with confidence.
- The childminder uses visits to a wide range of places of interest to extend children's learning. For example, they visit food markets to learn about different types of food. Children are extremely keen to harvest their own interesting healthy produce, such as herbs and beetroot.
- The childminder establishes positive relationships with parents and keeps them informed about their children's learning. For instance, she regularly shares helpful information, such as how to support children to prepare for their move to school.
- The childminder closely monitors and tracks children's individual progress. This enables her to promptly highlight any gaps in their development. She provides children with good support to meet their full potential and close any gaps promptly.
- The childminder does not consistently make the best use of opportunities to develop children's skills and interest in technology even further.
- The childminder does not make the most out of the organisation of a wider range of resources to encourage children to be even more creative.

What the setting needs to do to improve further

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

- build on children's interests and opportunities to develop their skills in technology more consistently and extensively
- develop children's opportunities to explore different and more extensive ways to be creative.

Inspection activities

- The inspector viewed the areas of the childminder's home that children use.
- The inspector observed the childminder interacting with the children.
- The inspector sampled written documentation, such as children's progress reports, and policies and procedures.
- The inspector spoke with children and the childminder at convenient times.

Inspector
Kelly Hawkins

Inspection findings

Effectiveness of leadership and management is good

The childminder closely monitors the consistency of care and teaching that her co-childminder and assistant provide for the children. For example, she observes them daily and provides them with helpful advice to support their future performance. The childminder evaluates her practice effectively. She reviews the day's events and considers how well they engaged children in their learning. She uses her findings to support her future activity plans. This helps her to keep children motivated to learn. The childminder is keen to keep up to date with early years updates and build on her knowledge and skills even further. She attends training beneficial to her practice. For instance, she is aware of the different ways to interest children in outdoor play opportunities. Safeguarding is effective. The childminder has a good knowledge of the safeguarding and child protection procedures to follow to help protect children's safety and welfare. The childminder never leaves children unattended and always meets ratios. Children are always well supervised. The childminder closely monitors any accidents, and thorough risk assessments cover all aspects of learning, including larger climbing equipment. The childminder knows how to contact Ofsted and other professionals to seek advice or raise and follow up any concerns or notifiable events.

Quality of teaching, learning and assessment is good

The childminder builds on children's interests effectively. For example, children who enjoy transport and books about fire engines visit the local fire station. In addition, children who like reading stories about the beach go to the beach and discuss the waves and what they can hear, such as seagulls. The childminder helps children to prepare for their eventual move to school effectively. For instance, children confidently count as they play and they recognise and order numbers in mathematical lotto games.

Personal development, behaviour and welfare are outstanding

Children's behaviour is impeccable and they are exceptionally polite. Children develop highly impressive social skills and build meaningful friendships. For example, they praise each other and are extremely happy to play together. They play incredibly interesting team games, such as tug of war. Children develop an extraordinarily good level of respect and understanding of other people's similarities and differences. For example, they learn other languages, such as Spanish. Children are fascinated by live Skype links to children in other countries, such as Kenya. All children have outstanding opportunities to challenge themselves and develop exceptionally good physical skills. For example, they learn about the different ways that they can move their bodies, such as in swimming sessions, and enjoy using larger climbing and balancing equipment, such as firefighter poles and climbing walls.

Outcomes for children are good

All children make good progress in their learning. Children develop good skills to support their future learning. They have good opportunities to explore and investigate. For instance, children enjoy learning about lifecycles. They collect frogspawn and watch it turn into frogs. Children enjoy simple experiments. For example, they make slime, explore mini chemistry kits, and make candles and moving rockets.

Setting details

Unique reference number	EY257376
Local authority	Kent
Inspection number	10120310
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 10
Total number of places	12
Number of children on roll	30
Date of previous inspection	6 February 2017

The childminder registered in 2003 and lives in Tonbridge, Kent. She works closely with an assistant and another registered childminder. The childminder minds children Monday to Friday, from 7am to 7pm, all year around. The childminder, her co-childminder and her assistant all hold relevant early years qualifications at level 3.

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