

Childminder report

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| Inspection date | 30 August 2018 |
| Previous inspection date | 29 October 2015 |

| The quality and standards of the early years provision | This inspection: Previous inspection: | Good Good | 2 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 evaluates her provision well. This helps her to make positive changes to her practice that benefit children.
- The childminder is a good role model for children. Expectations of children's behaviour are clear and consistent.
- The children form strong bonds with the childminder. She cuddles and praises them, developing their confidence and self-esteem.
- The childminder understands the importance of teaching children about a healthy lifestyle. She provides nutritious snacks and home-cooked meals.
- The childminder plans a variety of stimulating activities that motivate children and keep them engaged.

What the setting needs to do to improve further

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

- improve partnership working and sharing of information about children's learning with other providers to promote continuity between the different settings they attend
- develop more rigorous systems to involve parents in children's initial assessments when establishing starting points.

Inspection activities

- The inspector observed activities in the childminder's house.
- The inspector viewed the areas of the premises used for childminding.
- The inspector took into account the views of parents.
- The inspector spoke to children and the childminder during the inspection.

Inspector

Michaela Borland

Inspection findings

Effectiveness of leadership and management is good

The childminder organises her environment well with resources for children of different ages. She risk assesses her setting to minimise any hazards. The childminder reflects well on her teaching practices. For example, she meets with other childminders to identify further ways to enhance children's learning. The childminder works in close partnership with parents and involves them in their child's learning. She includes the views of parents and children when evaluating her provision. Safeguarding is effective. The childminder has a good understanding of the signs and symptoms that may indicate that a child is at risk of harm. She knows whom to contact if she has concerns about a child.

Quality of teaching, learning and assessment is good

The childminder records regular observations of children's progress. This ensures she is able to identify and address any gaps in learning. The childminder has a good understanding of the different ways in which children learn. For example, she extends early mathematical skills by taking the children to the local supermarket to count and weigh fruit and vegetables. When planning activities, she meets the needs of individual children by following their interests. For example, she plans a card making activity to develop the pencil grip of children who enjoy drawing. The childminder organises a wide range of activities to help children learn about people and communities. For example, children taste food from different countries.

Personal development, behaviour and welfare are good

The childminder provides a happy and welcoming environment. Children are well mannered and their behaviour is good. They play well together and respect each other's play. The childminder knows the children in her care well. The strong bonds she has with the children help to build their confidence and provide them with the security to explore and play independently. The childminder supports children's emotional development effectively. For example, the settling-in procedure is flexible and individual to each child. Children have opportunities to be active in several ways. For example, they visit the local park to use a range of climbing equipment and enjoy walks to a nearby meadow to collect bugs.

Outcomes for children are good

Children enjoy being with the childminder. They confidently lead their own play and concentrate well for their age. Children understand appropriate rules and boundaries and receive consistent praise for their positive behaviour and achievements. They are kind to each other, sharing toys and taking turns. They develop care and respect for the environment and help to tidy up. Children make good progress. They develop the key skills they need for the next stages in their learning.

Setting details

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| Unique reference number | 125705 |
| Local authority | Kent |
| Inspection number | 10060296 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 0 - 5 |
| Total number of places | 6 |
| Number of children on roll | 4 |
| Date of previous inspection | 29 October 2015 |

The childminder registered in 1997. She lives in Dunton Green, in Sevenoaks, Kent. The childminder's service operates from 8am to 6pm on Tuesdays and Thursdays, throughout the year.

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