

Childminder Report

Inspection date	12 October 2015
Previous inspection date	10 April 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the 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's home is safe and welcoming. She provides a range of resources that children can easily choose from to make their own choices and lead their own play.
- Children have opportunities to use and develop their home languages in play. For example, the childminder uses key words and songs. This helps support their communication and language skills, and they progress well in their learning.
- The childminder gives children clear explanations and guidance how to manage their own actions. As a result, their behaviour is good.
- Children learn about healthy lifestyles. For example, the childminder encourages them to try new foods and record their likes and dislikes. She makes good use of local parks and groups. This promotes their physical and emotional well-being.
- Parents comment they are very happy with the service the childminder provides. There is a regular exchange of information to support consistency in learning and care.
- The childminder completes thorough risk assessments to help minimise any hazards. This helps children to be able to play safely in their environment.

It is not yet outstanding because:

- Children do not always have opportunities to see writing in all their activities, to promote their understanding that print carries meaning.
- Children do not benefit from a wide range of opportunities to explore materials using their senses, to promote their curious and inquisitive nature.

What the setting needs to do to improve further

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

- extend opportunities for children to see writing in all their activities to further encourage their early reading skills
- provide more opportunities for children to explore a range of materials using their senses, to promote their curious and inquisitive nature.

Inspection activities

- The inspector spoke to the childminder at appropriate times during the day.
- The inspector observed children engaged in activities and the childminder's interaction with them.
- The inspector viewed a range of documentation, including suitability checks, and policies and procedures.
- The inspector took account of the written views of parents seen at inspection.

Inspector

Sarah Stephens

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a secure understanding of current legislation and guidance, and reflects this well within her practice. She confidently knows the child protection signs that would cause her concern about a child's welfare and the procedures to follow. This helps keep children safe from harm. The childminder uses effective systems to monitor children's progress. This helps her to identify any gaps in development early and provide appropriate support. She uses the views of parents, children and other professionals to evaluate her service well. This provides better outcomes for children. The childminder improves her knowledge and skills by reading different literature to make improvements to practice. For example, she effectively supports children with English as an additional language. The childminder forms links with other providers that children attend to promote continuity of care and learning.

Quality of teaching, learning and assessment is good

The quality of teaching is consistently strong. The childminder uses regular and accurate assessments of children's learning to plan activities to suit their individual needs and interests. This helps them make good progress. The childminder has a secure knowledge of how children learn. She sits back sensitively and lets children be absorbed in their own play. Children are motivated and engaged in their learning. The childminder models good language and clearly pronounces words to help build children's communication and language skills. She introduces counting into activities to help build their mathematical development. The childminder shares regular information with parents and involves them in their children's learning.

Personal development, behaviour and welfare are good

Children are happy and enjoy their time at the setting. They form good emotional attachments and secure bonds with the childminder. She takes time to get to know children before they start at the setting to help them settle well. She helps children build a positive view of themselves and promotes their self-esteem and confidence. For example, she provides positive praise and encouragement, such as, 'Well done you did it'. The childminder encourages children to share and take turns developing skills for their future learning. Children learn about the world around them. For example, the childminder provides a range of resources and activities that reflect their languages spoken at home.

Outcomes for children are good

Children make good progress. They develop their physical skills, for example using equipment to roll and cut dough. Children develop independence; for example, they manage their own personal needs and hygiene. Overall, they are well prepared for their move to school or nursery.

Setting details

Unique reference number	EY421278
Local authority	Kent
Inspection number	838778
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	2
Name of provider	
Date of previous inspection	10 April 2012
Telephone number	

The childminder registered in 2011 and lives in Tunbridge Wells, Kent. She offers all day care, Monday to Friday, all year round.

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