

|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 28 January 2015 |
| Previous inspection date | 16 October 2009 |

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | <b>Outstanding</b> | <b>1</b> |
|--|-------------------------|--------------------|----------|
|  | Previous inspection:    | Good               | 2        |
| How well the early years provision meets the needs of the range of children who attend |                         | Outstanding        | 1        |
| The contribution of the early years provision to the well-being of children            |                         | Outstanding        | 1        |
| The effectiveness of the leadership and management of the early years provision        |                         | Outstanding        | 1        |
| The setting <b>meets legal requirements for early years settings</b>                   |                         |                    |          |

## Summary of key findings for parents

### This provision is outstanding

- The childminder uses robust systems to ensure assessments and planning are extremely clear and accurate. Information is shared with parents and other settings. This ensures she is meeting the needs of all children.
- The childminder has an exceptional knowledge of how children learn and develop. She provides inspirational learning experiences that enthral and engage children. As a result, they make excellent progress in relation to their starting points.
- The childminder has an exceptionally secure knowledge of the safeguarding and welfare requirements. She maintains meticulous risk assessment records and involves the children with these routines. This helps them to develop the essential skills required for understanding their own safety.
- The childminder prepares children extremely well for changes in their lives, such as when starting nursery or moving to school. This supports children's emotional needs particularly well.
- The childminder is highly motivated and exceptionally committed to the improvement of her setting. She is studying for a foundation degree, which is having an outstanding impact on the learning experiences she offers children.
- The childminder continuously reflects on her practice, clearly identifying areas for improvement to ensure all children engage in a challenging range of activities.

## What the setting needs to do to improve further

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

- strengthen the use of mathematical language, for example, during snack time routines, to extend children's problem solving skills, such as 'one more' or 'one less' than a given number.

### Inspection activities

- The inspector took account of parents' views.
- The inspector spoke to the childminder and the children during the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector viewed a selection of documentation, including children's progress folders, assessment and planning, and safeguarding policies and procedures.
- The inspector observed children participating in activities and interacting with the childminder.

### Inspector

Amanda Hartigan

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is outstanding**

The childminder provides an excellent range of innovative activities and resources that promotes children's learning extremely well. Children confidently self-select toys and there is an excellent balance between child-initiated and adult-led activities. The childminder uses effective questioning while children engage in their play. This skilfully extends their communication and language abilities. However, the childminder is not always strengthening children's mathematical awareness by using language, such as 'one more' or 'one less' than a given number. All children enjoy the highly stimulating outdoor physical environment. For example, there is a child-size 'mud kitchen' where children develop their imagination as they play. The childminder makes superb use of the outdoor environment and children enjoy frequent visits to the local nature reserve. The childminder uses different termly themes so children experience other cultures, such as 'Travelling the World' with homemade passports.

### **The contribution of the early years provision to the well-being of children is outstanding**

The childminder knows the children's likes and dislikes exceptionally well. She is extremely respectful and sensitive to the needs of all children. The childminder responds to their emotional needs in a consistent and caring manner, for example, when children want cuddles. This helps them form secure, emotional attachments. The children manage their feelings extremely well and their behaviour is outstanding. The childminder follows excellent care practices, such as nappy changing in private. Older children independently manage their personal hygiene. They understand the importance of physical activity and actively enjoy learning outside. The children benefit from nutritious home-cooked meals. The childminder encourages the children to involve themselves with the preparation of their food. For example, children make their own fajitas, select their own fillings and roll them up. This helps promote a healthy attitude towards food.

### **The effectiveness of the leadership and management of the early years provision is outstanding**

The childminder's passion for delivering exceptional standards of care is inspirational. She shares her practice with other providers to help promote quality care. She has a comprehensive range of policies and procedures and demonstrates an excellent understanding of the safeguarding requirements. This supports the children's health, safety and well-being extremely well. The childminder consistently reflects upon her practice. She asks children and parents for their contributions and listens to their comments. The childminder provides questionnaires to parents each term, so they can share information from home, to help enhance children's learning further. The childminder continuously strives for excellence and is undertaking a foundation degree in early years. Parents speak highly of the childminder, for example, saying they 'could not wish for anyone better' to look after their children.

## Setting details

|                                    |                 |
|------------------------------------|-----------------|
| <b>Unique reference number</b>     | EY389305        |
| <b>Local authority</b>             | Kent            |
| <b>Inspection number</b>           | 830192          |
| <b>Type of provision</b>           | Childminder     |
| <b>Registration category</b>       | Childminder     |
| <b>Age range of children</b>       | 0 - 8           |
| <b>Total number of places</b>      | 6               |
| <b>Number of children on roll</b>  | 7               |
| <b>Name of provider</b>            |                 |
| <b>Date of previous inspection</b> | 16 October 2009 |
| <b>Telephone number</b>            |                 |

The childminder registered in 2009. She is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She lives with her partner and two school-aged children in Whitstable, Kent. The childminder receives funding for free early education for three and four-year-old children. She holds an appropriate qualification at level 3.

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