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| Inspection date | 30 January 2015 |
| Previous inspection date | 23 June 2009 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| How well the early years provision meets the needs of the range of children who attend | | Good | 2 |
| 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 | | Good | 2 |
| The setting meets legal requirements for early years settings | | | |

Summary of key findings for parents

This provision is good

- The childminder consistently ensures all the children have access to a wide range of toys and resources that cover the seven areas of learning. This helps children to make very good progress in their learning in relation to their starting points.
- Children form exceptionally close relationships with the childminder. Their needs are met extremely well and they form strong emotional bonds with her and each other. This greatly enhances their personal, social and emotional well-being.
- The childminder has a secure knowledge of the safeguarding and welfare requirements and what she needs to do to keep children safe.
- The childminder's home provides a warm, clean and safe environment for children. She does not use the garden at present, which she recognises is unsuitable for younger children to play in.
- The childminder frequently plans outings and makes very good use of the outside environment. Children enjoy visiting local attractions which enables them to develop their physical skills.

It is not yet outstanding because:

- The childminder does not consistently seek ways in which to encourage parents to be actively involved in the sharing of information from home.

What the setting needs to do to improve further

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

- further engage and involve parents in their children's learning by encouraging them to regularly share information about children's learning at home.

Inspection activities

- The inspector sampled a selection of written parent's comments and feedback, and spoke to a parent.
- The inspector observed a selection of indoor activities.
- The inspector carried out a joint observation with the childminder.
- The inspector viewed a selection of documents including children's progress files, and policies and procedures.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.

Inspector

Amanda Hartigan

Inspection findings

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

The childminder uses her good knowledge of how children learn to provide activities that excite and motivate them. For example, older children show control during the threaded-caterpillar activity. They remain engaged and focused in this self-selected activity, repeating this new skill with enthusiasm. This helps them to develop the key skills required for starting school. Younger children confidently explore sensory toys and are encouraged to experience new objects. The childminder gives frequent praise and reassurance to the children which helps develop their self-confidence and a desire to explore. The childminder provides a rich language environment and introduces new words to the children. This helps to progress their speech and language development. The children enjoy singing with the childminder, using the musical instruments. She uses this activity to extend their learning further by encouraging children to follow the actions of the song, such as looking to the right and left.

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

The childminder supports the children's well-being exceptionally well. New children settle quickly and she consistently ensures their individual needs are met. She is respectful of their needs and provides a nurturing environment that allows all children to flourish. Children learn about a healthy lifestyle and they eat healthy snacks. They confidently express their own opinions which the childminder positively embraces, respecting their individuality. Behaviour is exemplary and their social skills are very impressive. The children enjoy frequent cuddles from the childminder and from each other.

Care practices, such as nappy changing and feeding, supports the child's needs and self-esteem very well. Older children manage their own basic hygiene needs independently. Children explore different cultures and develop an awareness of the diverse needs of others, such as those with special educational needs and/or disabilities.

The effectiveness of the leadership and management of the early years provision is good

The childminder risk assesses her house on a regular basis. This ensures children are kept safe. The childminder has effective working relationships with other settings and agencies, which ensure all children's needs are met. She attends training courses to update her skills. Assessment and planning systems quickly identify any gaps in the children's learning. The childminder has robust systems in place for self-evaluating her practice to ensure children receive high-quality care and effective learning opportunities. She works in close partnership with parents and verbally discusses daily events with them, but does not always encourage parents to be actively involved in the sharing of information from home. Parents are happy with the care and learning the childminder offers their children.

Setting details

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| Unique reference number | 143928 |
| Local authority | Kent |
| Inspection number | 841633 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 6 |
| Number of children on roll | 4 |
| Name of provider | |
| Date of previous inspection | 23 June 2009 |
| Telephone number | |

The childminder registered in 1998. She is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She lives with her husband, one school-aged child and her mother in Faversham, Kent. Children use the playroom, kitchen/dining room and toilet facilities, downstairs. There is a fully enclosed rear garden for outside play which is not currently used. The childminder has a level 3 qualification.

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