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| Inspection date | 29 January 2015 |
| Previous inspection date | 11 October 2011 |

| The quality and standards of the early years provision | This inspection: | Requires improvement | 3 |
|--|-------------------------|-----------------------------|----------|
| | Previous inspection: | Satisfactory | 3 |
| How well the early years provision meets the needs of the range of children who attend | | Requires improvement | 3 |
| The contribution of the early years provision to the well-being of children | | Good | 2 |
| The effectiveness of the leadership and management of the early years provision | | Requires improvement | 3 |
| The setting does not meet legal requirements for early years settings | | | |

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The childminder does not always fully use her observations and assessments of children's achievements to plan activities that provide effective challenge to children to help them make the best possible progress.
- The childminder does not collect the views of the parents and children to support her to evaluate her service and identify improvements.
- The childminder does not regularly exchange information about the children's progress with other early years settings they attend to ensure continuity of learning.
- The childminder does not have a robust system in place for supervision meetings with her assistant.

It has the following strengths

- Children are happy and content because of the secure and positive relationships they have with the childminder and her family.
- The childminder has a secure knowledge of safeguarding issues to keep children safe.
- The childminder has formed good relationships with parents, providing them with detailed information about their child's day and their individual progress.
- Children behave well because the childminder is a good role model. The childminder consistently uses the same behaviour strategies as her co-childminder to encourage children's understanding of sharing and positive behaviour.
- The childminder encourages the children to follow good hygiene routines.
- The childminder provides toys and activities which support children's interests and allow them to become involved in their learning.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- use the observations and assessments of children's development more effectively in order to plan challenging activities to help all children make good progress
- strengthen partnerships with other early years settings children attend in order to exchange information about children's level of development to support a consistent approach to meeting children's learning and development needs.

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

- develop further the self-evaluation process by devising ways to include the views of parents and children
- strengthen supervision meetings to enable the childminding assistant to extend their knowledge and understanding of childminding practices.

Inspection activities

- The inspector observed activities and the quality of the childminder's interaction with the children.
- The inspector spoke with the childminder at appropriate times throughout the inspection and completed a joint observation.
- The inspector reviewed the children's assessment records, the childminder's written self-evaluation, and a selection of policies and procedures.
- The inspector took account of the views of parents through discussions with a parent and with the childminder, and from information from letters.
- The inspector checked evidence of the childminder's qualifications and her suitability and others working or living on the premises.

Inspector

Maxine Ansell

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

The childminder works very closely with her co-childminder to observe, monitor and assess children's progress. She uses the observations and her knowledge of the children's current interests to develop activities that appeal to and engage the children. This helps children to make sound progress from their starting points. However, the childminder's interaction and activities do not always provide good challenging learning opportunities for children. For example, the questions asked during a playdough activity did not extend the children's learning as they already knew the answers. The childminder introduces mathematical concepts in the children's play activities, for example discussing sizes while children put different cars through a tube. This helps provide suitable support to encourage children's readiness for school. The childminder exchanges regular information about children's care needs with other early years settings children attend. However, information about children's progress and next steps in learning is not regularly exchanged to ensure there is a consistent approach to supporting children.

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

The childminder provides a welcoming, child-centred environment where children of all age groups develop a strong sense of belonging. For example, children's artwork is displayed, helping them to feel valued. Children have good opportunities to be physically active in the garden and while on outings to the park. The childminder works closely with parents to support children's care routines. She provides advice to parents to help them, such as about potty training, which encourages consistency of care for children. The childminder completes a daily risk assessment and continues to assess the premises throughout the day to ensure the children are safe. She helps the children to develop an understanding of healthy eating through discussions about the food they bring for lunch.

The effectiveness of the leadership and management of the early years provision requires improvement

The childminder shares her policies and procedures with parents to help them develop their understanding of her service. She and her co-childminder review their practice appropriately; for example, they regularly monitor the children's records to ensure the children are making suitable progress. They evaluate what works well and identify some suitable areas for improvement. However, this process does not involve the views of the parents or children to help them to identify further improvements. The childminder ensures her assistant is suitability checked and that they understand the safeguarding procedures. However, there are no clear arrangements for the childminder to coach her assistant to develop her personal effectiveness.

Setting details

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| Unique reference number | EY241101 |
| Local authority | Kent |
| Inspection number | 843453 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 6 |
| Number of children on roll | 15 |
| Name of provider | |
| Date of previous inspection | 11 October 2011 |
| Telephone number | |

The childminder registered in 2003. She lives on the outskirts of Deal, Kent. The childminder regularly works with another childminder and occasionally with an assistant. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She has a childcare degree. The childminder provides care between 7am and 7pm during weekdays and on one Saturday a month.

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