

Inspection date	3 February 2015
Previous inspection date	11 April 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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		Good	2
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 organises a broad range of well-planned activities for children, which supports them in making good progress.
- The childminder has a secure understanding about assessing and minimising risks to keep children safe and secure.
- Children are developing excellent communication and language skills because the childminder and assistant model language and extend vocabulary extremely well.
- The childminder and assistant develop strong bonds and attachments with children because they know about children's likes, dislikes and interests. This means that the childminder is able to meet children's needs to a good level.
- The childminder has a range of cultural and diversity resources to increase children's understanding of equality. She gathers and uses information about children's home languages and culture to promote and value children's differences.

It is not yet outstanding because:

- The childminder does not make best use of her self-evaluation process to enable her to prioritise her developments for practice.
- The childminder teaches the children hygiene procedures. However, on occasions she does not always remind children to follow them.

What the setting needs to do to improve further

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

- improve children's awareness of using effective hygiene procedures
- make better use of self-evaluation to identify clear priorities for improvement.

Inspection activities

- The inspector observed activities and the childminder's interactions with the children.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector sampled the children's assessment records and a selection of policies and procedures.
- The inspector took account of the views of parents.
- The inspector conducted a joint observation with the childminder.

Inspector

Maxine Ansell

Inspection findings

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

The childminder securely assesses and monitors the progress children make in all areas. She competently identifies effective next steps in children's learning as she addresses any learning gaps. The childminder has a good variety of interesting and easily accessible toys and resources. This enables her to provide a wide range of activities that promote children's learning. Children enjoy 'reading' books and engage in imaginative play, for example, in the role-play kitchen. The childminder ably extends activities to interest children and promote their learning further. For example, the sand box became a construction site where children discovered treasure, using the diggers. The childminder helps children develop their mathematical language as they play. She effectively teaches children the skills they need to help them prepare for school.

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

The childminder and her assistant work well together, ensuring children have caring and supportive attention. The childminder ensures her wide selection of resources, interests and meets the needs of all children. Children are confident and behave well due to the childminder's consistent behaviour management. The childminder teaches children effective hygiene procedures. However, she does not always remind children to follow them, particularly after blowing their nose. The childminder regularly supports and passes on information about children's care to parents. For example, she offers advice to parents on potty training and this helps provide a consistent approach. The childminder develops children's growing awareness of their own safety well. For example, as she and the children play together and pretend to make a hot cup of tea.

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

The childminder and her assistant have a confident knowledge of safeguarding. They are very aware of the procedures to follow if they have child protection concerns. The childminder ensures that she and her assistant maintain their first-aid training. This means they are clear about the most recent guidance to follow. The childminder is reflective about her practice. She takes account of the views of her assistant, parents and others to improve her practice. However, she does not clearly prioritise the improvements she wants to make. The childminder has supervision meetings with her assistant to discuss any practice issue or concerns.

Setting details

Unique reference number	EY232545
Local authority	Kent
Inspection number	843421
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	11
Number of children on roll	3
Name of provider	
Date of previous inspection	11 April 2011
Telephone number	

The childminder registered in 2003 and lives in Margate, Kent. She works with an assistant. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She receives funding for free early education for two, three, and four-year olds.

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