

<b>Inspection date</b>	6 February 2015
Previous inspection date	9 July 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	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		Good	2
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

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

- The childminder has not obtained the required checks on all people over 16 living at her home.
- The childminder does not always provide a wide range of resources to encourage children to draw and make patterns in their daily play activities. This does not enhance children's early writing skills.
- The childminder does not always incorporate mathematical language into all activities the children undertake to support them to learn about shapes and numbers.

### It has the following strengths

- The childminder provides the children with a stimulating environment where they are able to access a good range of toys and equipment independently.
- The childminder makes very good use of the outdoors to enable children to play and explore while developing their physical skills.
- The childminder takes the children on regular outings within their local community to learn about their own and other cultures, as well as meet with friends and socialise.
- The childminder has built very positive relationships with parents, ensuring that they remain informed of their child's care and learning needs.
- Children have an extremely secure bond with the childminder who continually interacts well with them, giving them her time and attention. This helps support their personal, social and emotional development.
- The childminder completes robust risk assessments to ensure she keeps children safe and secure while in her care.

## **What the setting needs to do to improve further**

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

- ensure all people living on the premises hold a current Disclosure and Barring Service check.

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

- further develop the range and continue to offer a variety of resources and challenging experiences which encourage the children to explore patterns and writing
- improve opportunities for children to recognise mathematical concepts in everyday routines, activities and resources.

### **To meet the requirements of the Childcare Register the provider must:**

- obtain a Disclosure and Barring Service check for all persons living on the premises (compulsory part of the Childcare Register)
- obtain a Disclosure and Barring Service check for all persons living on the premises (voluntary part of the Childcare Register).

## **Inspection activities**

- The inspector spoke with the childminder at appropriate times throughout the observations of children's play and learning in the home.
- The inspector observed the children participating in activities and interacting with the childminder.
- The inspector looked at children's learning journeys, including assessment documents and next steps, and some policies and procedures relevant to the inspection.
- The inspector observed the daily routine and practice and discussed the organisation and managing of the childminding service with the childminder.
- The inspector took account of the views of parents, through reading the letters the parents had provided for the inspection.

### **Inspector**

Sara Garrity

## Inspection findings

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

The childminder's clear records of children's progress enables her to identify if a child needs extra help or support. Therefore, all children make good progress from their initial starting points. The childminder's interaction with children is of a consistently high standard. She introduces new vocabulary, by chatting to them. Consequently children make good progress in their communication and language development. The childminder responds quickly to the children's emerging interests. She provides natural resources for them to paint and print with, as they explore textures and learn about the world around them. The childminder praises the children for their achievement as they balance boxes to build a tower. However, she does not always use opportunities to extend the children's mathematical knowledge and understanding further. The signs and symbols around the room provide an environment rich in text. However, resources to introduce literacy into all children's daily play activities to develop their early writing skills are not as abundant.

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

The children are very settled and have formed strong bonds with the childminder. They explore their environment confidently, knowing that the childminder is nearby. The children show they feel safe by chatting to the childminder and approaching her for reassuring hugs. Sensitive settling in procedures enable the childminder to gather information about care routines, this helps children form a sense of security. Frequent outings to the beach and local cafes result in children learning important life skills. For example, they enjoy exercise and start to learn about healthy lifestyles.

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

The childminder demonstrates that safeguarding children is a priority and she understands her role in keeping children safe and secure. However, due to a miscommunication the childminder has not obtained the required checks on all family members living at the home. However, the childminder does not leave the children unsupervised with the members of her family. Therefore, this does not have a significant impact on children's safety. The childminder is able to identify the strengths and areas for improvement in her setting. She shows a secure commitment to enhancing her own knowledge and skills by updating her qualifications as well as attending additional training. This enhances the outcomes for children. The childminder develops links with other professionals to support children and their families. Parents comment that they are extremely happy with the service they receive. The childminder forges close contacts with local schools to support children with school readiness. This supports consistency in children's development.

## Setting details

<b>Unique reference number</b>	156688
<b>Local authority</b>	Kent
<b>Inspection number</b>	841997
<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>	9 July 2009
<b>Telephone number</b>	

The childminder registered in 2000. She lives with her husband and two children in Beltinge, near, Herne Bay, Kent. The childminder operates five days a week from 7.30am to 6pm, all year. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

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