

Inspection date

6 February 2015

Previous inspection date

16 November 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

- Children are very happy and content within the childminder's care. This is because the childminder has established a warm and trusting relationship, as a result children's behaviour is good.
- The childminder effectively supports children's increasing vocabulary, helping them to make good progress with their communication and language development.
- Effective partnerships with parents support the continuity of children's care and learning.
- The childminder provides the children with an exciting range of toys and resources, which support them to make good progress in their learning.
- The childminder ensures children are safe and well cared for as she supervises them closely. She is confident in her ability to recognise the signs of abuse, and the procedures to follow to raise her concerns regarding children's welfare.

It is not yet outstanding because:

- The childminder does not always provide children with opportunities to develop their understanding of diversity.
- The outdoor area does not provide children with opportunities to see print and explore their early writing skills.

What the setting needs to do to improve further

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

- extend children's opportunities to explore, observe and learn about diversity
- enhance the outdoor area to give children more opportunity to see print and explore with early writing materials to further develop their literacy skills.

Inspection activities

- The inspector had a tour of the areas used for childminding.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector observed activities in the playroom.
- The inspector checked evidence of suitability of all household members and evidence of the childminder's qualifications.
- The inspector took account of the childminder's self-evaluation, and the views of parents.

Inspector

Nicola Jones

Inspection findings

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

The childminder has a good knowledge and understanding of how children learn and develop. She understands the importance of working in partnership with parents to obtain information regarding children's starting points, interests and care routines. This helps the childminder support children to make good progress in their learning in preparation for school. Children use a good range of toys and resources that motivate them to learn and explore. Although children see positive images through books, they do not regularly access resources or activities to develop their awareness of cultures, similarities and differences. The indoor environment is very rich in print and numbers to promote children's mathematical and literacy skills. However, children have fewer opportunities to see words outdoors. The childminder inspires children's communication and language skills. She asks purposeful questions and introduces new words into their play. For example as they make models with the play dough, they talk about the flavours of ice creams they are making.

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

The childminder has established close relationships with the children, supporting their emotional well-being and individual needs. Children demonstrate strong confidence and independence as they explore the environment and make choices in their own play. The childminder continually praises children's efforts and achievements. Consequently, children develop high levels of self-esteem. Children behave well and the childminder acts as a good role model. Children learn about their emotions and know how to express them during play activities. Children are learning the importance of healthy lifestyles; they use an enclosed garden area and make use of the local parks and community groups. As a result, children get plenty of fresh air and physical exercise.

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

The childminder has a secure knowledge of the learning and development, safeguarding and welfare requirements of the Early Years Foundation Stage. She has attended safeguarding training, which means she understands how to keep children safe. The childminder gives high priority to providing a safe and secure environment for all children. Risk assessments and daily checks help her to keep the home suitable and secure. The childminder carefully monitors children's progress to identify any gaps in their learning. The childminder uses sound systems for self-evaluation, which highlights her strengths and areas for development. Relationships with parents are good. The childminder keeps parents informed about the progress their children make. Consequently, continuity of care and learning for children are maximised.

Setting details

Unique reference number	EY427651
Local authority	Kent
Inspection number	816627
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	5
Name of provider	
Date of previous inspection	16 November 2011
Telephone number	

The childminder registered in 2011. She lives with her partner and two children in Sittingbourne, Kent. The first floor of the home is used for childminding. There is an enclosed garden available for outdoor play. The childminder operates Monday to Friday 7am to 6pm all year round. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register.

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