

Inspection date	4 March 2015
Previous inspection date	22 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		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 wide range of well-planned activities for the children that support them to make good progress in their learning.
- The childminder teaches the children to follow good hygiene routines. They enjoy healthy snacks and grow vegetables, which develops their understanding of foods that are good for you and where they come from.
- The childminder and assistant work well as team to provide a relaxed, homely environment where all the children feel valued and included.
- The childminder has a wide range of resources that increase children's understanding of equality and inclusion. She gathers information about children's home languages and cultures to support children who speak English as an additional language.
- The childminder uses a good induction and supervision system to support and identify continuous professional development for her assistant.
- The childminder monitors the educational programmes to ensure that the children have access to activities that cover all seven areas of learning.
- Children develop strong bonds and attachments with the childminder, assistant and other children. The childminder has a good knowledge about the children's likes and current interests, which enables her to meet their individual needs.

It is not yet outstanding because:

- The daily routine does not always give children sufficient opportunities to develop their self-selection and independence skills.

What the setting needs to do to improve further

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

- review the routine to give children more opportunities to develop their self-selection and independence skills.

Inspection activities

- The inspector observed activities and the quality of the childminder's interactions with the children.
- The inspector spoke with the childminder, assistant and children 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 form, and a selection of policies and procedures.
- The inspector took account of the views of parents through testimonials.
- The inspector checked evidence of suitability and qualifications of the childminder, assistant 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 is good

The childminder has an extensive understanding of the Early Years Foundation Stage. She uses this knowledge to plan interesting, stimulating activities to increase the children's development, particularly in communication, language and literacy. She develops children's early reading skills, for example, by recalling and acting out parts of a story from a book. She uses activities and skilful questioning to support children's language, to repeat and explain words and to introduce new ones. As a result, children make good progress in communication and language. The childminder has a good relationship with the parents, exchanging daily information about their child's care and learning, and supporting ideas for home learning.

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

The childminder provides a caring environment and develops the children's sense of value by displaying their individual drawings and paintings on the wall. The daily routine contains a variety of good-quality, adult-directed activities. However, the childminder often runs these consecutively. Consequently, smaller children have periods of time when they do not have opportunities to self-select their own activities and develop their independence. The childminder and her assistant work well together to provide an inclusive environment that meets the needs of all the children, regardless of their individual needs. She uses books and teaches the children skills needed to support them emotionally when they start school. The children benefit from regular outings to the local toddler groups, beach and park, where they develop their social skills and confidence, and have opportunities to be active and engage with physical play.

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

The childminder has a secure knowledge of the safeguarding and welfare requirements. Both the childminder and her assistant have attended safeguarding training and are aware of what to do should they have any concerns about a child's well-being. The childminder uses an online programme that the parents can access to collate observations and photographs of the children's activities. She uses this programme to assess accurately and monitor the children's development to ensure that they are making good progress in all areas of learning. The childminder has updated her training relating to children with special educational needs and/or disabilities. This has refreshed and developed her knowledge and awareness of current legislation and practice. The childminder continually involves parents, children and her assistant in evaluating what works well and how to improve provision further.

Setting details

Unique reference number	EY380795
Local authority	Kent
Inspection number	829694
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	22 June 2009
Telephone number	

The childminder registered in 2008. She lives in Whitstable, Kent and works with an assistant. She receives funding for free early education for children aged two, three and four years. The childminder has a degree in child psychology.

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