

<b>Inspection date</b>	6 March 2015
Previous inspection date	4 July 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The childminder develops a wide range of fun well-planned activities for the children, which support them to make good progress in their learning.
- The childminder teaches the children to follow good hygiene routines. They enjoy wholesome healthy cooked meals, which promote their good health.
- Children behave well. The childminder is a good role model and consistently uses the same methods to encourage children's age appropriate understanding of sharing and good behaviour.
- The childminder regularly monitors the children's records to ensure they are making good progress and have access to a wide range of experiences that cover all areas of learning.
- Children form good relationships with the childminder. This means that the childminder meets children's individual needs extremely well and children develop a strong attachment with the childminder.

### It is not yet outstanding because:

- The childminder does not always encourage parents to share information about their child's learning at home, in order to enhance consistency.
- The childminder does not always exchange information about the children's abilities and personalities with the teacher to assist children to settle quickly into school.

## What the setting needs to do to improve further

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

- increase the opportunities for parents to contribute to their child's learning journey with information about their children's learning at home
- increase opportunities to help with a smooth transition to school by ensuring information about the children's level of achievement and personality is consistently exchanged with teachers

### Inspection activities

- The inspector observed activities in the childminder's home both inside and in the garden.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector reviewed the children's assessment records and a selection of policies and procedures.
- The inspector carried out a joint observation with the childminder.
- The inspector checked evidence of the childminder's qualifications and 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 is good**

The childminder has a secure knowledge of how children learn and of the learning and development requirements. She uses initial information from parents, observations and assessment statements to assess children's development and ensure they make good progress. The childminder has a good relationship with the parents. She ensures that they remain fully informed about their children's learning, care routines and development. For example, the childminder shares the information about children's learning and development with the parents through their learning folders. The childminder introduces mathematical concepts through fun activities. For example, the children enjoyed a dancing activity as they learned positional language and held their dolls up to the ceiling and down to the floor.

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

This friendly, welcoming childminder provides a homely environment where the children show they feel safe and secure. She develops a positive relationship with praise and consistent reassurance. The childminder provides a good range of toys and resources to meet the needs of all the ages of children who attend her setting. She encourages the children to develop their independence from a very young age. For instance, small children are able to put on their own coats and feed themselves using spoons at lunchtime. The childminder supports children's preparation for school by teaching them the skills needed, for example, independence, self-care, phonics and number recognition. The childminder gives the children opportunities to develop physically while they run, climb at different levels and use wheeled equipment to strengthen their large muscles in her large garden.

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

The childminder has a secure knowledge of the welfare and safeguarding requirements. She ensures her home is safe and secure and completes a daily risk assessment. She has a good understanding of safeguarding and child protection issues. The childminder knows the procedure should she have any concerns about a child's welfare or if an allegation is made against herself or a member of her family. She reflects on her practice, is aware of her strengths and areas of development, and is committed to improving her practice. The childminder has a good range of policies, which she shares with parents.

## Setting details

<b>Unique reference number</b>	EY375847
<b>Local authority</b>	Kent
<b>Inspection number</b>	844404
<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>	3
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	4 July 2011
<b>Telephone number</b>	

The childminder registered in 2008. She lives in Leeds, near Maidstone, Kent. The childminder is in receipt of funding for early education for three-, and four- year-olds. She operates between 7.30am and 6pm and one night a week.

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