

<b>Inspection date</b>	13 March 2015
Previous inspection date	11 November 2009

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

## Summary of key findings for parents

### This provision is good

- Children concentrate and engage well at activities, showing that they are motivated and want to learn.
- The childminder has positive relationships with children who develop secure emotional well-being.
- The childminder has a secure awareness of her responsibilities to safeguard children. She is clear about the processes to follow if there are child protection concerns.
- The childminder gives parents an informative leaflet about the Early Years Foundation Stage. This helps explain what children are learning and how parents can support this at home.
- The childminder has discussions with parents to ensure she obtains all necessary detail about children's individual health and care needs.

### It is not yet outstanding because:

- The childminder introduces children to the printed word with labels around the home, such as books, toilet or children's names. However, she uses capital letters that lessens children's ability to recognise the lower case letters.
- The childminder does not make best use of children's home languages or effectively help children have respect for people's differences.
- There are few natural or unusual items for children to explore or investigate indoors.

## What the setting needs to do to improve further

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

- support children's early learning about words and letters by introducing lower case letters as well as capitals
- enhance children's learning about peoples differences and encourage more use of children's home languages in their play or activities
- improve the availability of unusual and natural items to support children's curiosity for exploration and investigation indoors.

## Inspection activities

- The inspector viewed the areas of the home used by children.
- The inspector observed children and childminder during play activities.
- The inspector checked evidence of safeguarding knowledge, took account of the childminder's self-evaluation and views of parents.
- The inspector had discussions with the childminder.
- The inspector sampled a range of documentation, including children's development records.

## Inspector

Sue Taylor

## Inspection findings

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

The childminder knows what children's interests are and ensures she includes these when planning activities. She obtains some words in home languages but is less effective in extending all children's learning about differences in people. The childminder effectively promotes learning in different ways, such as introducing counting and writing letters in a craft activity. She has laminated sheets with letters and numbers on so children can copy these to write their name or count. However, her own labelling around the home only uses capital letters. As a result, children recognise those letters more than lower case letters. The childminder assesses and monitors children's progress and plans well for their next development steps. She keeps parents aware of children's achievements and encourages their comments in the daily diary about home learning.

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

The childminder provides a welcoming environment with a wide range of resources available for children to make their play choices. However, there are few items easily available to inspire children's curiosity. The childminder promotes outdoor play and activities to help support a healthy lifestyle. Children confidently use the swing and enjoy building sand castles. They learn about the natural world as they feed the birds, or plant bulbs and seeds. The childminder uses the local play park for more challenging physical play, such as climbing. The childminder teaches children good hygiene routines, such as effective hand-washing techniques.

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

The childminder has a secure understanding of her responsibilities and meets them well. She maintains a safe and secure home that enables children to access the toilet when they need. This helps children develop independence skills that prepare them for school. The childminder regularly reflects on her practices and makes changes to improve experiences for children. She attends training courses to update and improve her childcare knowledge. There is an effective engagement with parents and, when relevant, other early years settings. This enables a positive three-way communication to share detail about children's progress and next learning steps.

## Setting details

<b>Unique reference number</b>	EY389427
<b>Local authority</b>	Kent
<b>Inspection number</b>	830202
<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>	5
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	11 November 2009
<b>Telephone number</b>	

The childminder registered in 2009. She lives in the Kingsnorth area of Ashford, Kent. The childminder receives funding for free early education for three- and four-year-olds.

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