

Inspection date	17 March 2015
Previous inspection date	30 September 2008

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 develops a wide range of fun, well-planned activities and outings that supports the children to make good progress in their learning.
- The childminder is a good role model and consistently encourages children's age-appropriate understanding of taking turns and good behaviour. As a result, children behave well and play happily together.
- The childminder has a clear and extensive range of policies, such as safeguarding, that enable parents to understand her practices.
- The childminder provides a relaxed, homely environment where each child is valued and supported well in their development.
- The childminder has good partnerships with children's parents. She keeps them well informed about their children's care routines and learning so they can support this at home.
- The childminder teaches the children good hygiene routines. The children enjoy healthy snacks and use the garden to develop their physical skills.
- The childminder has a good knowledge of the children's abilities, likes and current interests, which means that she meets their individual needs extremely well.

It is not yet outstanding because:

- The childminder does not fully involve parents in decisions about improvements to her practice.

What the setting needs to do to improve further

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

- improve the system for evaluating practice by increasing the opportunities for parents to suggest ideas for improvements.

Inspection activities

- The inspector observed activities in the childminder's house, both inside and in the garden.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector reviewed 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 information in parent questionnaires and cards.
- The inspector carried out a joint observation with the childminder.

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 children have free access to a wide range of toys and resources that encourages them to develop independence and learning across all areas of learning. The childminder offers support while the children play happily together. She makes good use of opportunities to introduce mathematical language as children play. The childminder repeats children's language, verbally reflects their actions, and labels objects for children as they explore the sand tray. As a result, children make good progress in their communication and language, and mathematical skills. The childminder regularly observes the children's play. She links these observations to the learning areas and plans activities that extend children's learning. This enables them to make good progress from their starting points.

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

The friendly, approachable childminder provides a warm, welcoming environment where children confidently show they feel safe and secure. She develops positive relationships through praise, cuddles and constant reassurance. The childminder supports children's physical development well, for example, babies crawl freely and pull themselves up on furniture. The childminder has a good relationship with the nursery where children attend. They exchange information about the children's day, which enables her to support their needs and pass information on to parents. The childminder supports children's preparation for school by teaching them the skills they need. For example, children gain independence in their self-care and learn phonics and number recognition. The childminder completes an achievement record for the parents to give to the nursery or school when their children leave.

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

The childminder has a good knowledge of the welfare and safeguarding requirements. She securely understands child protection issues and has a clear procedure to follow should she have concerns about children's well-being. The childminder has a rigorous risk assessment procedure in place. She completes a daily check of her home to ensure it is safe and secure. The childminder regularly reviews children's learning records to plan their next steps in learning. She shares achievements with parents and enables them to contribute to the records. This develops a positive continuity of care and learning. The childminder regularly reviews her practice to be aware of what is working well and what needs to improve. She attends training to update and extend her knowledge. The childminder regularly seeks parents' views through questionnaires and they are very complimentary about her practice. However, the questions she asks do not always prompt parents to suggest ideas that may help her to improve further.

Setting details

Unique reference number	126517
Local authority	Kent
Inspection number	836183
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	30 September 2008
Telephone number	

The childminder registered in 2000. She lives in Broadstairs, Kent. The childminder is in receipt of funding for free early education for two-, three-, and four- year olds.

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Piccadilly Gate
Store St
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