

Inspection date	19 March 2015
Previous inspection date	16 September 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 helps children to develop the essential skills they need to be successful learners. This supports children at every stage in their development, including being ready for school.
- The childminder effectively monitors children's learning and development. This helps her to identify appropriate activities so that children make good progress.
- The childminder provides an emotionally warm and loving environment. This helps children to feel secure and settle quickly.
- The childminder has procedures in place to safeguard children. She understands her responsibilities, has undertaken appropriate training, and regularly carries out risk assessments and safety checks. This helps keep children safe.
- The childminder has evaluated her service, taking into account the views of parents and children. She is able to identify and plan improvements. These enhance the experiences she offers to children and their families.
- The childminder works closely with parents and other providers. This means that children's needs are consistently met and understood by everyone involved.

It is not yet outstanding because:

- Occasionally, the childminder misses the opportunity to fully support children's speech and language development.
- The craft activities the childminder plans are sometimes too structured. This inhibits children's self-expression and creativity.

What the setting needs to do to improve further

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

- enhance activities, particularly crafts, to further support children's self-expression and creativity
- maximise opportunities to support children's developing language skills through the consistent modelling of words and sounds.

Inspection activities

- The inspector observed the childminder and her interactions with the children.
- The inspector discussed the childminder's practice with her and took account of the information given.
- The inspector viewed a range of documentation. This included children's personal and learning records, policies, risk assessments and the childminder's self-evaluation of her service.
- The inspector read and took account of reviews written by parents.

Inspector

Lucy Newman

Inspection findings

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

Children are motivated to learn because the childminder plans stimulating activities based on their interests. For example, children's curiosity is sparked by a tray of musical instruments. The childminder supports their development as children explore how to make different sounds and 'sing' along. The childminder continually talks with the children. This supports their communication and language skills. Occasionally, the childminder misses the opportunity to model to children their developing speech. Children are encouraged to play cooperatively, such as rolling a ball to each other. This supports their personal and social development. The range of toys and experiences provided by the childminder is good. Children benefit from plenty of outdoor play and enjoy the challenge of climbing frames and slides. Planned activities, such as crafts, are sometimes too prescriptive and this restricts children's creativity. Overall, children are making good progress in their learning.

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

The childminder asks parents about their children's likes and play preferences. She makes sure she provides for these and this helps children to settle quickly and feel secure. The childminder encourages children to be independent as they learn to feed themselves and put on their own coats and shoes. Children learn how to manage risks for themselves. For example, they learn how to use the slide safely with the childminder on hand to offer help if needed. The childminder supports children to form strong relationships with each other. She encourages children to take turns with toys and praises them for sharing. Behaviour management is good because children understand what is expected of them. Children are supported to be healthy as they eat nutritious snacks and are encouraged to be physically active.

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

The childminder clearly understands her responsibilities of the Early Years Foundation Stage. She has comprehensive policies and procedures which provide a clear structure for the service she offers. The childminder regularly monitors the effectiveness of her service. This means she can quickly identify any gaps in her provision and plan appropriate activities so that children continue to make good progress. The childminder has undertaken professional development training, including safeguarding. Parents are kept informed of their children's progress and any concerns are discussed. The childminder also uses a contact book to support effective communication with parents and other settings that children attend.

Setting details

Unique reference number	EY385074
Local authority	Kent
Inspection number	829926
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	16 September 2009
Telephone number	

The childminder registered in 2008 and lives in Kemsing, Kent. She operates all year round from 8am to 5.30pm, Monday to Thursday. The childminder holds a National Vocational Qualification at Level 3 in home based childcare.

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