

Inspection date	20 March 2015
Previous inspection date	3 November 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The childminder has not attended relevant safeguarding training to ensure that her knowledge of how to keep children safe is thorough and up to date.
- The childminder does not have systems in place to complete progress checks for children aged two to three years.
- The childminder does not have a sufficient understanding of how to observe children and assess their progress. This means that she cannot effectively plan activities to promote children's individual learning.
- The childminder does not consistently share information with parents and other settings to support children's continuous learning outside of the provision.

It has the following strengths

- Children benefit from a wide range of stimulating resources, which helps them to make progress in their learning.
- The childminder has a sufficient understanding of how children learn, and uses different communication strategies to engage them.
- Children and young babies enjoy good relationships with the childminder. She is playful and affectionate, which helps children to feel happy and secure.
- The childminder has a range of procedures in place to keep children safe from harm.
- Parents speak freely with the childminder about children's changing care needs.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- complete relevant safeguarding training to ensure that knowledge of how to keep children safe is thorough and up to date
- ensure that systems are in place to complete a progress check for any two-to three-year-old children who attend the setting as their main early years provision
- develop a better understanding of how to observe children and assess their progress, and use this knowledge to plan a range of activities to promote children's individual learning.

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

- strengthen the two-way flow of information with parents and other settings to support children's continuous learning and development outside of the provision.

To meet the requirements of the Childcare Register the provider must:

- complete relevant safeguarding training to ensure that knowledge of how to keep children safe is thorough and up to date (Compulsory part of the Childcare Register)

Inspection activities

- The inspector observed children's activities and resources.
- The inspector looked at a range of documents, including children's records, policies and procedures.
- The inspector carried out a joint observation with the childminder.
- The inspector spoke to the childminder about a range of topics, including children's learning.

Inspector

Anna Kersley

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

The childminder's home is clean and bright. She makes a number of spaces available for children, including a dedicated playroom, to provide many opportunities for the children to explore and develop skills across the seven areas of learning. The childminder knows the children well and has an awareness of their strengths and weaknesses. However, she does not have a sufficient understanding of how to monitor children's progress. This means that she cannot effectively plan activities to meet their individual development needs. However, this has not had a significant impact as the childminder is able to engage children of all ages with her enthusiasm and energetic communication strategies. She uses intonation and exaggerated hand gestures to interact effectively with young children. The childminder watches carefully for cues to indicate babies' needs, such as when they feel tired, happy, hungry or excited. She is responsive to these needs and demonstrates a high level of care and affection for the children that she looks after.

The contribution of the early years provision to the well-being of children requires improvement

The childminder provides a safe environment where children feel secure. Although she has not completed safeguarding training, she is mindful of procedures to keep children safe. She ensures that only suitable people visit the premises, and that she respects children's privacy when tending to their personal care needs. The childminder provides a range of healthy snacks, which are suited to children's stages in development. She encourages children's independence and supports them with toilet training. As a result, children develop self-care skills in preparation for school, alongside them developing knowledge such as early reading and counting. Children develop good social skills at toddler groups. The childminder teaches children about different traditions and beliefs with activities such as making Easter baskets, Christmas crackers and Chinese dragon puppets. This creates an inclusive environment where children build respectful and caring relationships.

The effectiveness of the leadership and management of the early years provision requires improvement

The childminder has recently joined a childminding network and has used this as an opportunity to seek advice about keeping records and how to best meet children's learning needs. As a result, she has made improvements in areas such as her written policies and procedures. However, she does not yet have systems to complete the progress check for children aged two years, or share information with parents and other settings about children's development. The childminder has started a system of self-evaluation and has noted areas that she would like to develop, such as attending safeguarding training and reviewing the use of the outdoor equipment. This reflective practice shows that the childminder is keen to develop her knowledge and provision to have a positive impact on children.

Setting details

Unique reference number	103379
Local authority	Kent
Inspection number	835693
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	3 November 2009
Telephone number	

The childminder registered in 1977 and lives in Waldeslade, Medway, Kent. Opening times are flexible and include weekend care.

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