

# Childminder Report

**Inspection date**

29 April 2015

Previous inspection date

16 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

- The childminder is warm, caring and attentive to children's individual needs. She welcomes children into her relaxed and homely environment. As a result, children form strong attachments, develop emotional security and high levels of well-being.
- The childminder views children's welfare and safety as a priority. She has good knowledge of safeguarding and the procedures to follow in the event of a concern.
- Partnership with parents is strong. The childminder develops very positive relationships with parents and ensures effective communication to keep them up-to-date on children's experiences. This contributes to a consistent approach to children's care and promotes their well-being.
- The childminder has very strong connections with the local pre-school and school. She effectively supports children as they prepare to move into their next stage of learning.
- The childminder is a good role model demonstrating politeness and consideration for others, while being consistent with simple rules and boundaries. As a result, children willingly cooperate, share toys and behave well.

### It is not yet outstanding because:

- There are fewer resources which reflect diversity, particularly relating to disabled people. This does not enhance children's awareness of the wider world.
- The childminder does not further extend older children's mathematical knowledge. For example, by including concepts of solid three-dimensional shapes such as spheres, cubes or cylinders.

## What the setting needs to do to improve further

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

- extend older children's mathematical development, particularly regarding the concept of three-dimensional solid shapes
- enhance opportunities for children to learn about diversity, particularly relating to resources and images of people with differing abilities.

## Inspection activities

- The inspector spoke with parents and took account of their views.
- The inspector checked documentation and evidence of the suitability and qualifications of the childminder.
- The inspector sampled children's records, including observations, assessments and planning documentation, as well as a selection of policies and procedures.
- The inspector observed children's activities and routines throughout the inspection.
- The inspector observed the childminder interacting with children during activities and routines.

## Inspector

Hilary Welland

## Inspection findings

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

The childminder observes, assesses and plans each child's learning effectively. As a result, children play and learn with toys and resources that they find interesting and receive support to make good progress in their learning. Children play with a good range of resources, both indoors and outdoors. Younger children learn through discovery and exploratory play, filling and emptying containers and building with natural wood pieces. The childminder supports older children to recognise the letter sound at the beginning of a word, and hear similarities in words and names. This helps children develop literacy skills in preparation for school and further learning. Children benefit from lots of opportunities to play outside in the well-equipped garden or on regular outings to use large play equipment. They develop physical skills in the use of tools and play with different textural resources. For example, older children successfully and safely use a knife to cut up their fruit, and younger children explore the marks they make with their hands and fingers in cornflour.

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

The childminder gets to know children and their families well. Successful use of settling-in sessions and parental discussions ensures that she meets the care needs of each individual child. As a result, children settle well and demonstrate that they feel happy, safe and secure. Children receive effective support to develop good hygiene routines. Younger children actively cooperate with care routines and learn how to use wipes to clean their hands. Older children show that they know the importance of washing their hands after using the toilet and before eating, which they do independently and with confidence. Children learn how to stay safe. They regularly practise fire evacuation procedures and successfully recall the safety routines. The childminder gives appropriate encouragement to children, detailing what her praise is for. As a result, children understand what they have done well, which builds their skills, confidence and self-esteem.

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

The childminder has a childcare qualification and is committed to attending further training, both required and additional courses. This strengthens the childminder's knowledge and benefits children by the provision of good-quality care and learning experiences. The childminder completes robust visual and written risk assessments on her home, resources and on outings. This identifies potential hazards and minimises risk to keep children safe. The childminder has a good understanding of the Early Years Foundation Stage. She records and monitors children's progress effectively, and explores a variety of innovative ways to share this with parents. For example, in paper format or via secure email or online. This enhances a good partnership approach.

## Setting details

<b>Unique reference number</b>	126805
<b>Local authority</b>	Kent
<b>Inspection number</b>	836188
<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>	6
<b>Number of children on roll</b>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	16 November 2009
<b>Telephone number</b>	

The childminder registered in 1987. She lives in Knockholt, Kent. The childminder works during term time only, from 7.30am until 6pm. The childminder has a childcare qualification at level 3.

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Piccadilly Gate  
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