

Childminder Report

Inspection date	6 May 2015
Previous inspection date	19 August 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 encourages all children to be independent. Children develop good independence skills and the childminder prepares them well for school and future learning.
- The childminder embeds good health and hygiene routines. This means that all children have a good understanding of how to keep themselves healthy.
- The childminder interacts positively and consistently with the children. As a result, they are confident and develop good communication, listening and speaking skills.
- The childminder maintains effective partnerships with parents. This helps to ensure they remain fully informed and included, and that children receive consistency of care and learning.
- The childminder establishes good relationships with all children and they demonstrate a good sense of trust, high level of well-being and a sense of security.
- The childminder prioritises safeguarding, which helps to ensure all children remain safe in her care.

It is not yet outstanding because:

- The childminder does not always provide opportunities for all children to further develop writing skills and early letter recognition.
- The childminder misses some opportunities to fully develop children's sense of belonging and opportunity to talk about previous learning through visual prompts and displays.

What the setting needs to do to improve further

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

- enhance opportunities for children to develop early writing skills and early letter recognition within the learning environments
- extend opportunities for children to further embed their sense of belonging through the use of visual prompts and displays.

Inspection activities

- The inspector viewed the areas of the home that children use.
- The inspector observed the childminder interacting with the children.
- The inspector sampled written documentation, including children's progress reports, policies and procedures.
- The inspector spoke to children and the childminder, and gathered views of parents.

Inspector

Kelly Hawkins

Inspection findings

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

Children have free access to a wide range of resources and experiences that support them to develop their independence and develop skills for future learning. Children develop a good understanding and sense of empathy and concern for the community and environment around them as they participate in regular outings and fundraising events. For example, they visit local parks and fundraise for charities by participating in activities such as making dens. The childminder introduces mathematical language through play, for example, by using child initiated role play of making rockets for counting opportunities. The childminder offers detailed daily exchanges of information about the children's day and their personal achievements. This establishes and maintains close links between the childminder and home, providing children with consistency of care and learning.

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

The childminder provides the children with a welcoming learning environment. The childminder offers a safe, caring, home from home feel. Children have good opportunities to be active and participate in physical play. They develop both small and large movements, and control in the well-organised and inviting garden and on outings within the local environment. The childminder offers consistent activities to enable children to develop their skills. For example, children negotiate risk and challenge using apparatus and serve their own lunches. The childminder support children well for the move to school. For example, she closely liaises with receiving schools and takes children to visit.

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

The childminder has a good knowledge of policies and procedures, and implements them effectively. She assesses potential risks in the environment on a regular basis and ensures her home is safe and secure. The childminder effectively evaluates her practice and continues to make positive changes. For example, she has recently made the garden weatherproof, to allow the children to make the most out of the outdoor learning environment at all times. The childminder continues to develop her knowledge and keeps up to date with new ways of thinking and ideas through training, networking and research. This has a positive impact of the learning outcomes for all children. The childminder uses effective strategies which support children who require additional support well. This means that all children make good progress in their learning and development. Parents comment that they feel included and involved in the learning journey of their children. They state 'there is good information sharing and communication, expectations have been exceeded and the care provided is more than what we could have ever expected'.

Setting details

Unique reference number	125509
Local authority	Kent
Inspection number	840531
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	19 August 2009
Telephone number	

The childminder registered in 1984. She lives in a village on the outskirts of Maidstone. The childminder minds from 7am until 6pm, Monday to Friday. The childminder holds a relevant early years qualification.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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