

Childminder Report

Inspection date

20 May 2015

Previous inspection date

15 March 2012

| 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 observations, assessments and planning are good and the childminder identifies children's next steps for learning effectively. Consequently, all children make good progress from their initial starting point when they first attend.
- The childminder implements good safeguarding procedures that keep children safe and meet their care and well-being needs effectively.
- The childminder and his co-childminder make an effective team. They support their assistant and demonstrate a commitment to improving their practice, identifying relevant training courses to attend. This helps to continually improve the outcomes for children.
- The children have secure attachments with the nurturing childminder. This helps them to form strong bonds and settle well.
- The childminder provides a varied range of good quality toys and resources, which are available for children to make their own choices about their play.
- The childminder plans a range of experiences for children to participate in. He makes good use of the outdoors and neighbouring environments, to enable children to develop a healthy lifestyle and learn about the local community.

It is not yet outstanding because:

- The childminder does not always make effective use of skilful questioning to fully extend children's language development and give children time to think and respond.
- The childminder does not always gain the views of parents on the service they receive, to support him in deciding how to improve his practice.

What the setting needs to do to improve further

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

- use challenging questions more effectively to strengthen children's language skills further by giving them time to think and respond
- strengthen the self-evaluation system further by consistently involving parents in the process.

Inspection activities

- The inspector discussed risk assessments with the childminder and inspected all areas of the premises used for childminding.
- The inspector sampled available documentation, including safeguarding policies and procedures, and children's computerised records.
- The inspector held discussions with the childminder about children's activities and their progress.
- The inspector carried out a joint observation with the childminder on his co-childminder.
- The inspector read letters of recommendation and spoke to parents to obtain their views on the service they receive.

Inspector
Sara Garrity

Inspection findings

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

The childminder's quality of teaching is good because he is attentive to the children's needs, interests and stages of development. He provides the children with a variety of toys and activities to support them and extend their learning. At the inspection, children enjoyed looking at the selection of books. They sat with the childminder and helped turn the pages of the book as they developed their interest in literacy. The childminder interacted well with the children. He named the different wooden fruits as the children practised threading them onto the strings. He extended their interest further by introducing real fruits for them to look at and examine. The childminder increased the children's vocabulary as he asked them about the fruit. For example, 'Is it hard or squidgy?' Children used their senses to investigate textures as they smelt and explored the different fruits with the childminder. He responded to the babies' babblings as he engaged all children in the activities. Overall, the childminder helps the babies and children to develop their language and communication skills well.

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

The childminder provides a cosy and welcoming environment for children and their families. Children develop their confidence and self-reliance as they independently investigate the home. The childminder stays close by ready to help if needed. At the inspection, he held toddlers' hands as they stood and gained their balance before walking over to the climbing frame. The children waited for friends before going down the slide, therefore learning how to stay safe and manage their own safety. The childminder provides the children with good opportunities to develop their social skills as they attend a variety of groups and meet with friends at the park. The childminder encourages the children to try new foods at mealtimes, as he teaches them about a healthy diet. The children serve themselves at snack time and learn how to be independent. The childminder supports the children to learn the skills needed for the next stage in their learning.

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

The childminder has a sound knowledge and understanding of child protection and how to keep children safe and secure at all times. He is aware of where to obtain additional support if needed. He has formed good links with other professionals to support children moving on to schools and nurseries. The childminder regularly reflects on his practice. He has addressed recommendations from his previous inspection, which demonstrates a commitment to improve outcomes for children. He works closely with his co-childminder to ensure that they thoroughly meet children's needs throughout day. He provides parents with daily information about their children's day, including routines and activities. Parents are positive about the service they receive from the childminder.

Setting details

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|------------------------------------|---------------|
| Unique reference number | EY436281 |
| Local authority | Kent |
| Inspection number | 824163 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 6 |
| Number of children on roll | 11 |
| Name of provider | |
| Date of previous inspection | 15 March 2012 |
| Telephone number | |

The childminder registered in 2011 and lives in Canterbury, Kent. He works with his co-childminder and an assistant. The childminder is in receipt of funding for the provision of free early education for three- and four-year-old children.

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