

# Childminder Report

**Inspection date**

27 May 2015

Previous inspection date

20 February 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 demonstrates a good knowledge of the requirements of the Early Years Foundation Stage and, overall, organises a broad range of activities to interest the children. Therefore, they make good progress in their learning.
- The childminder knows the children very well and is sensitive to their individual needs. As a result, children are happy, confident and settled in the setting.
- The childminder works closely with parents and shares their children's progress with them. This helps them to support their children's learning at home.
- The childminder has a good knowledge of safeguarding procedures because she updates her training regularly. This helps children to remain safe in her care.
- Children eat healthy snacks and follow good hygiene routines. This helps them to learn about leading healthy lifestyles.
- The childminder uses self-evaluation effectively to analyse the quality of her service. This helps to ensure that the quality of teaching is good.

### It is not yet outstanding because:

- The childminder does not always provide a wide range of materials for children to use to make marks. Therefore, they are not able to consistently practise their early writing skills during play.

## **What the setting needs to do to improve further**

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

- provide a wider range of materials for children to use to practise making marks to support their early writing skills.

## **Inspection activities**

- The inspector observed activities, indoors and outdoors.
- The inspector spoke with the childminder at appropriate times during the inspection.
- The inspector looked at the children's assessment records and a selection of policies.
- The inspector took account of written feedback from parents.

## **Inspector**

Caroline Gibbons

## Inspection findings

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

The childminder promotes children's learning well. She maintains eye contact with the children during conversations and offers new words during play. This helps the children to learn new words and to hold conversations with the childminder and each other. Children enjoy playing in the safe outdoor area where there are many resources to support their physical development. For example, during the inspection they bounced on the trampoline, explored the ball pool and made patterns in the sand. The childminder showed the children the cress that they had grown and talked to them about planting sunflowers. This promotes an interest in the natural world, as do the regular trips to the local parks. The childminder observes children's progress daily and summarises this at the end of each month. She uses this information, and her knowledge of the children's interests, to plan further activities to challenge the children and to move them forward in their learning. Therefore, children make good progress in their development in relation to their starting points.

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

Children behave well in the childminder's home because the childminder offers regular praise which helps them to feel positive about themselves. The childminder provides many opportunities for children to build relationships. For example, they attend local toddler groups and a music group and they learn to take turns and share toys during play. The childminder gives clear explanations to the children about the rules of the setting which helps them to understand the boundaries. The childminder makes links with other professionals to support children's learning and individual needs. The childminder has established close links with the local school. This helps to prepare children for moving on to school.

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

The childminder shows a commitment to accessing further training and researches new information to develop her practices further. For example, after attending a course on speech and language, the childminder has improved the way that she communicates with children. This helps their language development. The childminder has a range of policies and procedures in place which she shares with parents. She also provides parents with extra information about services in the local area which helps them to support their children successfully. The childminder carries out risk assessments in the setting and for outings. Therefore, children remain safe in her care.

## Setting details

<b>Unique reference number</b>	126803
<b>Local authority</b>	Kent
<b>Inspection number</b>	846289
<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>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	20 February 2009
<b>Telephone number</b>	

The childminder registered in 1999. She lives in Dartford, Kent. The childminder holds a qualification in childcare at level 3 and receives funding to provide free early education for children aged two, three and four years old. She provides full time care from Monday to Friday.

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