

Childminder Report

Inspection date	11 June 2015
Previous inspection date	12 May 2010

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 has a good understanding about the children's knowledge, likes and current interests, which enables her to meet their individual needs.
- The childminder understands the importance of providing children with daily opportunities to exercise in the fresh air. She makes good use of the garden, walk to school and local parks to support children's physical development.
- The childminder has a secure awareness of her responsibilities to safeguard children. She is clear about the processes to follow if there are child protection concerns, which helps to keep children safe.
- The childminder is a good role model. She is calm and respectful, and praises children for their achievements. As a result, children's behaviour is good.

It is not yet outstanding because:

- The childminder introduces children to the printed word for their names and around the home. However, she does not always use lower case letters and this lessens the children's ability to develop their early reading skills.
- Children are not always able to fully explore their own art ideas through play because some resources are stored out of reach. This does not fully support children's creative skills.

What the setting needs to do to improve further

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

- use lowercase letters whenever they are displayed around the inside and outside environment
- increase the amount of creative resources that the younger children can access by themselves.

Inspection activities

- The inspector took account of parents' views.
- The inspector spoke to the childminder at appropriate times.
- The inspector observed the quality of teaching and learning throughout the inside and outside area.
- The inspector looked at children's records and a range of documentation.

Inspector

June Keeler

Inspection findings

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

The childminder supports children's communication and language development effectively by spending time listening to and supporting children's emerging language skills. The childminder develops the children's growing independence well, giving them time to explore by themselves, supporting them whenever necessary. For example, the childminder demonstrated how to pour water into tubes and watch its progress down the water wall. She then stood back and allowed the child to discover fully this activity by himself. The childminder has a range of age appropriate activities that the children can use to develop their skills in all areas of learning. For the younger children, these include colour matching items in matching boxes, a toy that has rolling shapes to follow with your eyes and puzzles. The childminder has a wide range of books available to the children and they enjoy sharing these with her several times a day. This helps develop children's interests in books and rhymes.

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

The childminder supports children to feel settled and to promote secure emotional bonds. For example, when children first start to attend she takes extra time to introduce them to the other children she cares for. In this way, she supports them all in developing friendships with each other. The childminder uses the time when she is out walking with the children efficiently; they look out for numbers, letters, colours and shapes, which supports their learning. Children start to develop their knowledge of healthy living by growing vegetables. They grow plants from seeds and when the plants are big enough, the children take them home so that they can share this experience with their families. The childminder establishes strong relationships with parents. She shares information regularly, making sure there is continuity of care between them. She keeps daily diaries for the younger children, helping to ensure parents know all the details of their children's day.

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

The childminder regularly monitors the children's records to help her assess if they are making good progress and have access to a wide range of experiences that cover all areas of learning. The childminder regularly attends a childminding group and exchanges ideas about improving practice with other professionals. She keeps her knowledge up to date by undertaking research, attending workshops and completing training. Having a clear knowledge of how children all develop differently helps her to plan in suitable ways for each child. The childminder regularly evaluates her provision and practice to ensure consistently high quality. She reviews risks in her home, garden and on outings to minimise potential hazards and ensure the environments are safe and secure.

Setting details

Unique reference number	126233
Local authority	Kent
Inspection number	1016305
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	12 May 2010
Telephone number	

This childminder registered in 1997 and lives in Herne Bay, Kent. The childminder operates from Tuesday to Friday throughout the year, except bank holidays and Christmas week. The childminder is registered to receive funding for free early years education for children aged two, three and four years old.

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