

Childminder Report

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| Inspection date | 15 June 2015 |
| Previous inspection date | 8 June 2011 |

| 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 regularly updates her training and has recently completed child protection training. This means she knows what to do if she had any child protection concerns. This has a positive impact on her practice and she feels she safeguards children well.
- The childminder develops effective partnerships with the local school and has good procedures in place to prepare children for these changes. This helps children to settle quickly into new environments and positively supports their personal, social and emotional development.
- The childminder displays a good knowledge of how children learn and develop, and plans activities to effectively promote their learning, according to their individual learning styles. Consequently, all children make good progress in their learning.
- Children enjoy nutritional, wholesome, home-cooked meals and healthy fruit snacks. This helps them learn about the importance of a healthy diet.

It is not yet outstanding because:

- Children are not able to easily access all of the childminder's resources and toys, and are unable to easily identify the contents. This does not fully support their early reading skills and independence.
- The childminder does not always fully extend children's mathematical language skills during some activities. This does not always promote their understanding of growth and measurement.

What the setting needs to do to improve further

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

- promote children's early literacy skills and their independence in selecting their own resources and toys
- promote the use of mathematical language during some activities to extend children's understanding of measurement.

Inspection activities

- The inspector carried out a joint observation with the childminder during a planned activity.
- The inspector held conversations with the childminder and the children at appropriate times throughout the inspection.
- The inspector took account of the views of parents through discussion and through a selection of letters.
- The inspector looked at areas of the home used by children in relation to their health and safety.
- The inspector reviewed the children's assessment records, the childminder's written self-evaluation form, and a selection of policies and procedures.

Inspector

Amanda Hartigan

Inspection findings

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

The childminder provides a good balance between child-led play and adult-led focused activities. For example, children enjoy planting vegetables such as tomatoes and cucumbers in the potting compost, using their senses to smell and explore the different textures. They excitedly discuss how caterpillars will grow into butterflies and they watch intently as a spider crawls across the children's hands, counting its legs. This helps promote their understanding of how things grow and about lifecycles. Children display good literacy skills because the childminder discusses the letters and sounds of the alphabet with them. This positively supports their literacy skills, which are essential for future learning. The outside environment enables children to effectively experience risk and challenge during their play. They carefully walk across the large-numbered wooden stepping stone logs, balancing well. This promotes good coordination and physical skills.

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

The childminder's home is cosy, welcoming and safe. This is because the childminder is aware of the safeguarding and welfare requirements. She ensures she fully risk assesses all areas of her home. Furthermore, the childminder practises regular evacuation procedures with the children and they know when the childminder blows her whistle, to stop what they are doing and go to the assembly point. This helps children learn about their own safety and the safety of others. Children learn house rules, which promotes their understanding of what is acceptable behaviour and what is not. For example, they know to be kind to each other. Close and loving relationships are evident between the children's friendship groups and with the childminder. Children confidently approach the childminder for affection, such as cuddles. The childminder reminds all children of their manners; consequently they are polite and respectful. Children develop good independent care routines and know to wash their hands after using the toilet and before eating.

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

Since her last inspection, the childminder has fully implemented the recommendations and has now developed good procedures for monitoring children's progress. Consequently, she consistently documents children's progression through clear assessment and planning. The childminder shares these files with parents, which helps to ensure continuity of care. The childminder implements effective policies and procedures to support children's health, safety and well-being. She regularly reflects on her practice and seeks the views of parents and children to identify areas for improvement. This helps to ensure children receive consistent, good-quality care. Parents comment positively on the care that their children receive and feel they are kept well-informed regarding their children's learning.

Setting details

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| Unique reference number | 126531 |
| Local authority | Kent |
| Inspection number | 840571 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 6 |
| Number of children on roll | 14 |
| Name of provider | |
| Date of previous inspection | 8 June 2011 |
| Telephone number | |

The childminder registered in 2001. She lives in Challock, Kent. The childminder offers care Monday to Friday afternoons from 12pm to 7pm and before/after school care. The childminder has an appropriate Level 3 qualification.

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