

# Childminder Report

<b>Inspection date</b>	20 July 2015
Previous inspection date	15 June 2010

<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 takes children to a variety of groups and outings, which help them develop good levels of confidence and social skills. This means they are supported well in their personal, social and emotional development.
- Children behave well as the childminder is an effective role model. She helps children understand how to behave and follow rules within the setting.
- Children are well prepared for their move on to pre-school or school. The childminder helps children to become independent and supports them to complete tasks for themselves.
- The childminder knows children well and effectively monitors their progress. As a result, she effectively identifies how to support them to make good progress in their learning and development.

### It is not yet outstanding because:

- Children do not have the opportunity to explore natural resources across all areas of the environment. This limits their sensory play and exploration of the natural world.
- The childminder supports children to wash their hands during the day. However, she does not always extend their awareness of why, to help them understand the benefits to their personal hygiene.

## What the setting needs to do to improve further

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

- increase opportunities for children to be able to explore and investigate the natural world in all areas of the environment
- use routine activities more effectively to develop children's understanding of hygiene practices.

### Inspection activities

- The inspector observed the quality of play activities.
- The inspector held a joint observation with the childminder.
- The inspector reviewed children's assessment folders, and policies and procedures.
- The inspector viewed the childminder's self-evaluation form and parent surveys.
- The inspector spoke to the childminder about her setting.

### Inspector

Sarah Taylor-Smith

## Inspection findings

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

The childminder has a secure understanding of how children learn and how to provide a range of stimulating activities for different age groups. She ensures that children have access to a good variety of physical development experiences. The childminder helps them to challenge themselves with larger equipment and supports them to think about their own safety well. She works well with parents to support children's care and learning. The childminder talks to them to get to know children when they start, to understand children's care and learning needs. She continually keeps parents up to date with children's progress. The childminder helps children develop their mathematical skills well, as she teaches them to count and think about shapes. As a result, children use this knowledge themselves as they play. The childminder establishes good relationships with other early years providers, when necessary. This means she effectively supports children in their learning, as she is aware of how to build on their other experiences.

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

The childminder has good relationships with children, who settle well in her care. Children bring her toys and go to her for cuddles when they feel tired. The childminder provides a well-resourced learning environment for children. She helps children develop a good understanding of healthy eating and exercise. She ensures that they have regular access to fresh air in her garden or out in the community. The childminder has a good understanding of child protection issues and of her role to safeguard children. She keeps children safe and considers the risks in the environment well. She supports her practice with good policies and procedures that she shares with parents. The childminder supports children when they try tasks and gives good praise for their efforts. This helps children remain motivated and eager to learn.

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

The childminder has a good knowledge and understanding of the Early Years Foundation Stage. She is very reflective about her practices and has effectively developed her service since the last inspection. The qualified childminder consistently keeps her knowledge up to date, which has a positive impact on her practice. She links with other professionals, completes training and reads current childcare journals. For example, she organised and labelled her resources to enable children to more readily identify and access them. As a result, children are easily able to make their own play choices. The childminder values the views of parents through her parent surveys. From this, she developed the use of communication books to improve the exchange of information between the children's homes and her setting.

## Setting details

<b>Unique reference number</b>	126476
<b>Local authority</b>	Kent
<b>Inspection number</b>	836180
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	8 - 0
<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>	15 June 2010
<b>Telephone number</b>	

The childminder registered in 1994 and lives in Faversham, Kent. She provides care on weekdays between the hours of 7.30am and 6.30pm, all year round. The childminder has a relevant level 3 early years qualification.

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