

# Childminder Report

**Inspection date**

22 July 2015

Previous inspection date

1 February 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		Outstanding	1
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

- Children enjoy a well-organised learning environment. They have access to a wide range of resources and equipment and confidently make their own choices during play.
- The childminder makes effective use of observations and assessments to identify children's next steps in learning, and plans activities which motivate them to learn. Consequently, all children make good progress from their initial starting points.
- The childminder has an excellent understanding of how to support children moving on to schools and nurseries. She has strong links with other professionals to support children and their families. Therefore, children are very well prepared for the next stage in their learning.
- The childminder has close partnerships with parents due to the regular exchange of information, both verbal and in writing. This strengthens consistency in children's care and learning.
- The childminder demonstrates a commitment to improving her practice by identifying relevant training courses to attend. This enables her to increase her knowledge and to continuously improve the outcomes for children.
- The childminder uses her thorough knowledge of children to teach them how to keep safe and become independent. Consequently, they are very eager to help and take charge of their own well-being.

### It is not yet outstanding because:

- The childminder occasionally misses opportunities for children to develop their writing skills during everyday activities.
- The childminder does not always set out craft activities effectively to enable all children to be able to reach and engage in them easily.

## What the setting needs to do to improve further

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

- further extend resources to enable children to practise their early writing skills in daily play activities
- enable children to always be able to access table-top activities easily to enable them to participate fully.

## Inspection activities

- The inspector observed the daily routine and practice, and discussed the organisation and management of the childminding service with the childminder.
- The inspector looked at children's learning journeys, including assessment documents and next steps, and some policies and procedures relevant to the inspection.
- The inspector checked evidence of suitability of all household members and evidence of the childminder's qualifications.
- The inspector discussed with the childminder various aspects of children's care, and the childminder's understanding of how children learn and develop.
- Parents' feedback was sampled through letters of recommendation.

## 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 provides an exciting range of activities that build effectively on children's skills and reflect their interests. She makes good use of spontaneous events to extend the children's learning. For example, children made ladybird pictures after spotting a ladybird in the garden; the childminder introduced books to extend further their interest in bugs. As a result of the consistently good quality teaching they receive, children are curious to learn about the world around them. The childminder is a good role model and interacts well with the children. She knows when to join in their play to extend their learning. She gives a helpful running commentary during children's play to extend their vocabulary. Babies respond to the childminder happily with babbles and smiles. The childminder supports children's communication and language skills particularly well through all activities. She listens carefully to children and helps them express themselves through the use of good questioning techniques. The childminder incorporates mathematical language into all the children's activities and daily routines. Children enjoy frequent outings to various places of interest and amenities to learn about their local community.

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

The childminder has in place excellent settling-in procedures and, as a result, children form extremely strong bonds with the childminder. Children demonstrate they feel very safe in the environment as they explore, knowing that the childminder is close by for a reassuring cuddle. The childminder has clear rules and consistent boundaries to ensure children are kind to friends and help each other. Consequently, they behave exceptionally well. They share equipment and learn how to take turns with resources, for example, passing tools to each other to use. The childminder supports children with their personal, social and emotional development very well as they visit groups and the parks, to meet with friends. Children have excellent daily opportunities to exercise and investigate in the fresh air, to learn about how to lead a healthy lifestyle and strengthen their physical well-being.

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

The childminder demonstrates that safeguarding children is a priority and she understands the safeguarding and welfare requirements. She attends regular child protection training. Therefore, she has a good awareness of safeguarding children and the procedures to follow should she have any concerns about children in her care. The childminder meets regularly with other professionals to share good practice. She seeks the views of parents and children to help her evaluate her service and make improvements. This helps to shape the service provided and improve outcomes for children. Parents indicate they are very happy with the care and quality of service they receive.

## Setting details

<b>Unique reference number</b>	EY394653
<b>Local authority</b>	Kent
<b>Inspection number</b>	830601
<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>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	1 February 2010
<b>Telephone number</b>	

The childminder registered in 2009 and lives in Milton Regis, Sittingbourne, Kent. She is in receipt of funding for the provision of free early education for three and four-year-old children. The childminder supports children who have special educational needs and/or disabilities, and those who speak English as an additional language.

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