

Childminder Report

Inspection date

16 December 2015

Previous inspection date

29 March 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The highly motivated childminder has an excellent knowledge of the learning and development requirements, and play areas are extremely well resourced. She provides an extensive range of activities and creates superb opportunities that help children make outstanding progress from their starting points.
- Partnerships with parents are exemplary. Parents are extremely happy with the progress their children make and are actively involved in their children's learning.
- Children thoroughly enjoy attending the setting. They are extremely confident and demonstrate good levels of self-esteem.
- The childminder has highly effective systems for evaluating practice, which includes the views of parents, children and her assistants. She monitors and supports the practice of her assistants to ensure teaching is of a high quality.
- The exceptional range of resources and activities engages and motivates children. Children enjoy playing outside in all weathers, supporting their physical well-being.
- The childminder is extremely enthusiastic and continually updates her skills to improve outcomes for children. For example, she has completed an early years qualification.
- The childminder has excellent links with the local community. For example, children take part in regular activities at the local school and church to support them in building relationships with other children and adults.

What the setting needs to do to improve further

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

- further extend opportunities for children to be independent during everyday routines and activities

Inspection activities

- The inspector observed the quality of teaching during activities in the childminder's home, inside and in the garden.
- The inspector spoke with the childminder, the childminder's assistants and children at appropriate times during the inspection.
- The inspector took into account the written views of parents.
- The inspector undertook a joint observation with the childminder.
- The inspector sampled documentation relating to children's development, self-evaluation and safeguarding.

Inspector

Moirra Atkinson

Inspection findings

Effectiveness of the leadership and management is outstanding

The childminder is extremely knowledgeable and fully understands her roles and responsibilities. She makes excellent use of training and support networks to keep well informed about current best practice. Safeguarding is effective. The childminder and her assistants attend training to ensure they have a secure knowledge of safeguarding issues, and know the procedures to follow to protect children in their care. She undertakes detailed risk assessments to identify and minimise all hazards to children to help keep children safe. Parents are fully involved in their children's learning. For example, the childminder uses an online system to upload photographs and information about children's activities and achievements, which parents can access and provide comments. Written feedback indicates parents are extremely happy with the childminder's service.

Quality of teaching, learning and assessment is outstanding

The childminder and her assistants plan an excellent and exciting educational programme, which captures the children's interest across highly inspiring indoor and outdoor play areas. They monitor children's learning and use assessments of children's development to adapt activities to meet children's differing needs. The children are highly involved in activities; they develop very good social skills as they play together and take turns. Children eagerly talk to the childminder and her assistants about their families and home life. They enjoy looking at photographs of outings they have been on with the childminder and her assistants, and delight in talking and answering questions about what they saw. Children particularly relish role-play activities and using their imagination. For instance, they dress up as their favourite superhero character and tell the childminder, 'I'm waiting for a call on the bat phone'.

Personal development, behaviour and welfare are outstanding

The childminder gathers comprehensive initial information from parents so she can meet children's physical and emotional needs. Children become independent; for example, they help themselves to toys and resources, and dress and undress by themselves. However, the childminder misses some opportunities to promote further self-care skills, such as during mealtimes and snack times. Children are extremely well behaved and show very caring attitudes towards each other. They develop highly secure relationships with the childminder and her assistants, and show through their warm and affectionate relationships with them that they feel emotionally safe and secure. Children learn about good hygiene through daily practices and enjoy fresh, healthy snacks.

Outcomes for children are outstanding

Children show confidence and eagerness to learn. They make exceptional progress in relation to their starting points and are extremely well prepared for moving on to school.

Setting details

Unique reference number	EY309180
Local authority	Kent
Inspection number	827154
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	29 March 2011
Telephone number	

The childminder was registered in 2005. The childminder works with two assistants. The childminder holds an appropriate childcare qualification at level 3. She receives funding for the provision of free early education for children aged two, three and four years.

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