

Childminder Report

Inspection date	18 January 2016
Previous inspection date	11 December 2008

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 childminder is outstanding at promoting children's communication and language. For example, she introduces new words in meaningful ways to extend children's understanding.
- The childminder develops excellent relationships with parents and children. For example, she completes home visits, allowing her to observe the children where they are most comfortable. She gathers extremely detailed information, such as what children already know and can do, and uses this to help them to settle.
- Children behave exceptionally well. They are friendly and helpful to each other. The childminder provides children with clear guidance to help them manage their own behaviour and begin to understand turn taking. These are important skills they need for their future learning.
- The childminder knows the children extremely well. She makes highly accurate assessments of children's progress and monitors their learning and development extensively. Children make rapid progress through excellent planned activities that follow their interests and next steps in learning.
- The childminder evaluates her provision and practice accurately and very successfully. She uses highly effective systems to monitor her service to maintain excellent standards and to drive continual improvement.

What the setting needs to do to improve further

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

- build on the already excellent practice to expand children's understanding of nature and promote physical development for those who learn best outside.

Inspection activities

- The inspector observed children participating in activities and interacting with the childminder.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector reviewed the children's assessment records and a selection of policies and procedures, including those for safeguarding.
- The inspector carried out a joint observation with the childminder.
- The inspector took account of parents' written views about the quality of the provision.

Inspector

Maxine Ansell

Inspection findings

Effectiveness of the leadership and management is outstanding

Safeguarding is effective. The qualified childminder places a very high priority on protecting children and keeping them safe. She is extremely knowledgeable and has an excellent understanding of possible safeguarding issues. The childminder knows the procedures to follow should she have concerns about a child's welfare. She is enthusiastic, motivated and relentlessly reflects on ways, such as training and research, to develop her practice and extend learning experiences for children. For example, the childminder thoroughly assessed her environment and activities, and made development plans. For example, she recognised the need to improve the already excellent learning opportunities in the outdoor area. She intends to extend children's experiences even further, particularly for physical skills and understanding nature.

Quality of teaching, learning and assessment is outstanding

The childminder uses observations extremely well to develop an accurate understanding of children's progress. She has an excellent understanding of their ongoing development and routinely involves parents to create an exceptional continuity of learning with ideas for home learning. Children have excellent opportunities to develop their mathematical language through enjoyable activities. For example, the childminder uses positional language with children as they talk about spacemen who are in, on or under the spacecraft and using 'blast off' to reinforce counting back from 10. Children's literacy skills develop significantly well. For example, they develop an in-depth understanding of the characters and places in stories, as they use the extensive resources in their play.

Personal development, behaviour and welfare are outstanding

The childminder is outstanding as she supports and helps children with English as an additional language to settle. For example, she encourages them to use their home languages and sends dual-language books home for parents to read. Children have excellent opportunities to develop their physical and social skills. For example, the children visit the local park to use the more challenging apparatus and develop friendships at toddler groups. The childminder provides an extremely welcoming environment where children form excellent relationships with her and other children. For example, she promotes children's feelings of inclusion as they see their artwork on the walls. She enthusiastically helps to promote children's confidence and boosts their self-esteem. For example, she encourages them to be active in their learning and solve problems, such as how to crack an egg when making cakes.

Outcomes for children are outstanding

Children are highly motivated learners. They make excellent progress across all areas of their learning and are exceptionally well prepared for their move on to school.

Setting details

Unique reference number	EY335787
Local authority	Kent
Inspection number	827400
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	11 December 2008
Telephone number	

The childminder registered in 2006 and lives in Sittingbourne, Kent. She cares for children between the hours of 7.45am and 7.15pm, Monday to Friday, all year round. The childminder receives funding to provide free early years education for children aged two, three and four years.

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