

Childminder Report

Inspection date	20 January 2016
Previous inspection date	9 December 2009

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 gives very careful thought to the layout of the play areas. She provides children with an extremely attractive and enticing environment with an extensive range of resources and toys, which children enjoy.
- The childminder fosters excellent relationships with the families. She has highly impressive settling-in procedures. This enables the children to feel extremely safe as they develop strong bonds with the childminder and her assistant.
- The childminder has an in-depth knowledge of the safeguarding and welfare requirements and is clear about her role and that of her assistant in keeping children safe at all times.
- The childminder is dedicated to improving her practice and attends all available training to continually improve her already high-quality teaching and levels of care.
- The childminder works very closely with other professionals to ensure that children receive a continuity of care and learning. Children behave brilliantly.
- Accurate assessments are made of children's achievements, gained through sharply focused observations and excellent knowledge of each child. These help ensure any gaps in children's learning are swiftly and skilfully addressed. All children make tremendous progress from their initial starting points.

What the setting needs to do to improve further

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

- continue to support the childminder's assistant to develop her skills and knowledge to extend children's learning where possible.

Inspection activities

- The inspector spoke to parents and read letters of reference, to gather their views on the service they receive.
- The inspector discussed risk assessments with the childminder and inspected all areas of the premises used for childminding.
- The inspector looked at samples of all available documentation, including safeguarding policies and procedures and children's development folders.
- The inspector carried out a joint observation with the childminder.
- The inspector held discussions with the childminder and her assistant about children's activities and their progress.

Inspector

Sara Garrity

Inspection findings

Effectiveness of the leadership and management is outstanding

Safeguarding is effective. The childminder carries out highly effective risk assessments to help make sure children are kept very safe and secure in her care. She has an excellent understanding of what to do if she has any concerns about a child's welfare. The childminder has highly impressive self-evaluation procedures, which take into account the views of parents, children and her assistant. The childminder has commendable links with other settings to provide children with consistently high-quality care and learning opportunities. The childminder and her assistant are very positive role models and reinforce excellent behaviour through lots of praise and encouragement.

Quality of teaching, learning and assessment is outstanding

The childminder provides many inspiring activities, which stimulate children's imaginative and expressive ideas. Children have excellent opportunities to explore new ideas and experiences. They are active learners who are encouraged to learn in a variety of stimulating ways, but on occasion, the teaching assistant is not fully confident in knowing how to extend children's learning even more. Excellent teaching generally helps children really enjoy their learning, such as when using their senses to explore different textures in search of imaginary buried treasures. The children's listening and speaking skills develop extremely well. The childminder provides them with an environment rich in print. They explore books eagerly, and use a variety of resources and activities to practise early writing skills, to strengthen their interest in literacy.

Personal development, behaviour and welfare are outstanding

All children are busy and extremely content in the childminder's care. They show they feel very safe in the environment as they explore, knowing that the childminder is close by and ready to assist if required. The childminder supports the children to develop their self-confidence to high levels. She helps to teach children how to behave, share equipment and be kind to friends. Children make excellent progress in their personal, social and emotional development. The childminder places a high priority on promoting children's health. She understands the importance of raising children's awareness of the wider community. She takes them to visit a variety of groups, as well numerous trips to parks and local attractions. This helps children learn about the world around them.

Outcomes for children are outstanding

Children make superb progress in their learning and have the skills needed for the next stage in their learning and eventual move to school. They are extremely independent, very confident and highly motivated learners.

Setting details

Unique reference number	EY333337
Local authority	Kent
Inspection number	827363
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	9 December 2009
Telephone number	

The childminder registered in 2006. She operates her service Monday to Friday from 8am to 5pm, all year round. The childminder receives government funding for the provision of free early education for children aged three and four years. The childminder works with an assistant and both hold relevant early years qualifications at level 3.

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