

Childminder Report

Inspection date

19 January 2016

Previous inspection date

29 November 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 childminder supports children's exceptional progress and ensures a high level of consistent care with parents' constant involvement. For example, they communicate daily and discuss children's next learning steps.
- Children are extremely happy and very confident as they communicate with the childminder and her assistant. There are exceptionally trusting and secure relationships. Children have an exceptionally high level of emotional well-being and sense of belonging.
- Children have excellent opportunities to think and respond to questions. For example, the childminder positively reinforces language through high quality conversations. This helps children develop excellent listening and speaking skills.
- The childminder encourages children to be extremely independent. This supports them exceptionally well to develop skills that prepare them for school.
- The childminder continues to prioritise her highly effective self-evaluation as she reflects on and reviews her practice. For example, she completes daily evaluations on the day's events. She continually makes positive changes to her practice to motivate and inspire children to learn.
- The childminder plans exceptionally well to meet individual children's needs. She takes their interests and personalities into account, and engages them in the excellent activities particularly well.

What the setting needs to do to improve further

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

- strengthen further the excellent opportunities for children to investigate and explore the natural world across all learning environments.

Inspection activities

- The inspector viewed the areas of the childminder's home that children use.
- The inspector observed the childminder interacting with the children.
- The inspector sampled written documentation, including children's progress reports, policies and procedures.
- The inspector spoke to children, parents and the childminder.
- The inspector carried out a joint observation with the childminder.

Inspector

Kelly Hawkins

Inspection findings

Effectiveness of the leadership and management is outstanding

The childminder has exceptional experience and knowledge of how children learn. She creates inspirational opportunities in her everyday practice to cover all areas of learning. The childminder attends regular training, which helps her make excellent improvements. For example, a course on making the best use of the outdoor environment extended children's learning experiences. Children challenge themselves and manage their safety extremely well. For example, they jump in muddy puddles on walks and confidently manage large physical play equipment. The childminder communicates very effectively with other early years professionals and local schools where they share care. This helps to provide a highly effective joint approach that promotes children's outcomes. Safeguarding is effective. The childminder and her assistant have an excellent understanding of the child protection procedures to follow. They know who to contact if they have any concerns about children's welfare. The childminder provides extremely good support and guidance to her assistant.

Quality of teaching, learning and assessment is outstanding

The childminder uses her excellent knowledge of individual children to challenge and extend their learning in an inspirational way. She spontaneously builds upon children's interests. For example, during walks out in the cold weather, children wanted to learn about cold places in the world, such as the North Pole. To follow this through, the childminder gave them the materials they needed to create Arctic animals. The childminder uses her exceptional tracking of children's progress to promptly highlight any gaps in learning and offer support to close the gaps rapidly.

Personal development, behaviour and welfare are outstanding

The childminder is an inspirational role model. This helps children to be extremely polite and they behave exceptionally well. Children develop excellent social skills as they learn to be patient, take turns and share with others. The childminder gives constant encouragement and praise, helping children to be extremely proud of what they achieve. Children have excellent opportunities to help develop their understanding of differences and diversity well. The childminder promotes children's physical well-being and physical skills extremely well. For example, children carry out their own health and hygiene routines and participate in daily exercise. The childminder plans to extend reflection of the natural world in her excellent resources and across all areas of the environment.

Outcomes for children are outstanding

All children make excellent progress and are extremely well prepared for their future learning. For example, they have exceptional opportunities to develop their understanding of early literacy and numeracy.

Setting details

Unique reference number	EY290181
Local authority	Kent
Inspection number	826936
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	29 November 2011
Telephone number	

The childminder registered in 2004 and lives in Gravesend, Kent. She cares for children Monday to Friday, from 6.30am to 7pm, all year round. She holds a relevant early years qualification at level 3. The childminder receives funding to provide free early education for children aged two, three and four years. She works with an assistant.

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