

Childminder Report

Inspection date

15 June 2016

Previous inspection date

1 October 2012

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Satisfactory	3
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

- Extremely good links and communications between the childminder and other early years professionals help provide a highly positive consistency of care in children's learning. This supports them to make outstanding progress. For example, the childminder organises shared training and rotates resources on a regular basis.
- The childminder maintains extremely close relationships with children. This encourages them to be extremely confident and settle quickly. For example, she carries out home visits to help build a strong link between their home and her setting.
- Children have excellent opportunities to develop their imagination and creativity through play. For example, children act out well-known stories in the local woods.
- There is an extensive range of resources to meet the individual needs of all children exceptionally well. There is exemplary teaching and inspirational learning opportunities to engage children in motivational play experiences.
- Children develop exceptional skills to support their future learning. For example, they harmoniously share, take turns and develop meaningful friendships.
- The childminder accurately reviews and evaluates her practice. She highlights areas she wants to improve and shows an inspirational level of dedication to make highly positive changes. For example, she invites other early years professionals into her setting to carry out observations of her teaching and learning environments.

What the setting needs to do to improve further

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

- continue to build on the already excellent knowledge of children with special educational needs or disability to support them and their families even further.

Inspection activities

- The inspector viewed the areas of the childminder's home that children use.
- The inspector observed the childminder interacting with children.
- The inspector sampled written documentation, including children's progress reports and suitability checks.
- The inspector spoke to children, parents and the childminder, and took their views into account.

Inspector

Kelly Hawkins

Inspection findings

Effectiveness of the leadership and management is outstanding

The childminder fully includes children in their learning. For example, they create wish lists. She tracks all children's progress extremely accurately. She is able to highlight any gaps in development and support them to close rapidly. For example, recent monitoring highlighted a slight gap in mathematics and she created a mathematics resource box to incorporate this into daily routines. The childminder continuously develops her professional knowledge. For example, she attends regular training and networks with other professionals. She highlights that she plans to strengthen her already excellent understanding of children with special educational needs to support families even further. The childminder has extremely positive relationships with parents. For example, she shares information to keep them exceptionally involved in their children's achievements. The childminder has an extensive knowledge of how to protect children's welfare and what procedures to follow if she has concerns. Safeguarding is effective.

Quality of teaching, learning and assessment is outstanding

The childminder extends children's learning exceptionally well. For example, children that show interest in outdoor learning visit the local woods daily where they climb trees, paddle in streams and build dens. The childminder prepares children extremely well to manage the move to school. For example, she shares her planning and liaises closely with teachers to provide children with consistency. The childminder and children attend listening walks at the school to develop a deeper understanding of letters and sounds. This also supports children to develop exceptional communication and speaking skills.

Personal development, behaviour and welfare are outstanding

Children develop an excellent understanding of the differences and similarities of others within society. For example, they celebrate festivals and the childminder makes close links with members of the community from different backgrounds. Children learn about caring for others, such as animals. For example, they take an active role in looking after the family dog and leave sugary water for their tired visitor, 'Bob' the fly. Children develop an exceptional understanding of their physical abilities and well-being. For example, they attend classes for fitness and musical movement. They have an extremely good awareness about the importance of balancing rest and exercise.

Outcomes for children are outstanding

All children make outstanding progress. They develop an extensive range of skills to help ensure that they are ready for the next stage of their learning. For example, they develop an exceptional understanding of mathematics, such as accurately discussing quantity as they share the modelling dough. Children have an excellent understanding of rules and boundaries to follow. They behave exceptionally well and are extremely polite.

Setting details

Unique reference number	EY433508
Local authority	Kent
Inspection number	1049464
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 8
Total number of places	5
Number of children on roll	7
Name of registered person	
Date of previous inspection	1 October 2012
Telephone number	

The childminder registered in 2011. She lives in Southborough, Kent. The childminder cares for children Monday to Thursday, from 7am to 6.30pm, all year round. The childminder receives funding to provide free early education for children aged two, three and four years. She holds a relevant level 3 early years qualification.

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