

Childminder Report

Inspection date

9 June 2015

Previous inspection date

28 October 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The childminder effectively supports children who have special educational needs and/or disabilities. She ensures all children make good progress in their learning.
- The childminder engages and maintains good relationships with all children. They have a good sense of trust, security and sense of belonging. This promotes their positive emotional well-being.
- The childminder prioritises safeguarding and keeps children safe. She has a secure knowledge of the child protection procedures to follow if she has a concern.
- The childminder provides a variety of resources and uses the environment effectively to extend children's learning in all areas. This motivates children to learn.
- The childminder works effectively with her co-childminder to provide consistent care. Children have good role models and behave well.
- The childminder puts effective health and hygiene routines into practice. All children have a good understanding of how to keep themselves healthy.

It is not yet outstanding because:

- The outdoor environment is less visually stimulating for the children to promote their early letter recognition further.
- The childminder misses some opportunities to develop children's ability to make links with their previous learning.

What the setting needs to do to improve further

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

- enhance opportunities for children to use and develop early letter recognition in the outdoor area
- extend opportunities for children to make connections with their lives and previous learning experiences.

Inspection activities

- The inspector viewed the areas of the 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 and the childminder, and gathered views of parents.

Inspector

Kelly Hawkins

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children have free access to a wide range of interesting resources. This helps children develop skills for their future learning and develops their independence. Children develop good understanding about the need to care for others. They offer spontaneous hugs and greet each other in a heart-warming manner. Children explore the local environment and community as they participate in regular outings. For example, they visit the zoo with other childminder groups to develop their confidence and social skills further. The childminder introduces mathematics through play. For example, she encouraged children to consider concepts such as distance during a throwing activity. The childminder exchanges detailed information daily with parents about children's achievements and their day. This creates close links between the childminder and home. Parents speak very positively of the communication and consistency of care provided.

The contribution of the early years provision to the well-being of children is good

The childminder's home is welcoming and well organised, providing a safe 'home from home' environment. Children have good opportunities to be active and confidently participate in physical play both in the garden and on outings. They go on trips to the local park and wooden areas where they explore and investigate the natural world. The childminder offers activities that enable children to develop their independence skills. For example, she encourages children to put on their own coats and shoes and access their own lunches. The childminder supports children well for the move to school. For example, she liaises closely with schools and shares information about their stages of development.

The effectiveness of the leadership and management of the early years provision is good

The childminder regularly assesses potential risks in the environment and ensures her home is safe and secure. The childminder effectively evaluates her practice and continues to make positive changes. For example, reviews of the resources and equipment ensure she meets all children's individual needs and interests. She continually develops her knowledge and keeps up-to-date with new ideas through training and research. This has a positive impact of the learning outcomes for children. The childminder has effective communication with other professionals to support children with additional needs effectively. The childminder routinely monitors children's learning from their starting points. This helps her plan activities to ensure children consistently make good progress in their learning and development.

Setting details

Unique reference number	EY305545
Local authority	Medway Towns
Inspection number	847451
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	18
Name of provider	
Date of previous inspection	28 October 2009
Telephone number	

The childminder registered in 2005. She co-minds with another registered childminder in Rainham, Kent. The childminder operates each weekday from 7.30am to 6pm. She supports children with special educational needs and/or disabilities and those who speak English as an additional language. The childminder holds a relevant early years qualification.

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