

Inspection date	10 February 2015
Previous inspection date	13 October 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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 uses good language with children to promote their communication and social skills.
- The children receive lots of praise and encouragement for good behaviour. As a result, they learn to respect their toys and play well together.
- The childminder undertakes useful observations and assessments of children's progress. She has good activity plans to help them develop to the next levels in their learning.
- Children regularly practise the emergency evacuation drills and receive reminders about staying safe as they play. This means that children learn to play safely and how to respond in an emergency.
- The childminder shares information with parents on a daily basis, which results in good partnership working with them and, consistent care for the children.
- The childminder has a good understanding of her role and responsibility to safeguard children. They are always within her sight, especially when at different play venues where she supervises them effectively.
- The childminder has addressed previous recommendations, and works closely with her local authority representative, to maintain the good, continuous improvement of her setting.

It is not yet outstanding because:

- Although children have access to books they are hard to reach for the younger children and there is no cosy area where children can read the books for themselves.

What the setting needs to do to improve further

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

- provide a cosy area where children can be comfortable and look at books, suitable for their ages, to help further develop their literacy skills.

Inspection activities

- The inspector observed the interaction between the childminder and the children.
- The inspector discussed the childminder's safeguarding procedures with her and checked a sample of required documents.
- The inspector took account of parents written views and comments.

Inspector

Linda Coccia

Inspection findings

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

The childminder has a good understanding of the learning and development requirements. She effectively provides activities for children under two years to help them develop their physical, interpersonal and communication skills, given their starting points and capabilities. She has a good impact on the children because they are confident and eager to explore. The childminder has competently conducted relevant progress checks on two-year-old children, with input from their parents. In preparation for children's moves to school the childminder ensures they are independent in self-care. She also ensures they have good communication and listening skills, and can identify some letter shapes from their names. As a result, children are emotionally ready for changes. The childminder is also effective at supporting the learning of the older children who are already at school. For example, children use scrap book diaries to practise their literacy skills and to cater for their creative abilities.

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

The children are very happy being with the childminder. They show they feel emotionally and physically secure at her setting as they competently access their own toys and activities. The childminder effectively engages children in identifying characters and describing what comes next during story times. However, there is no cosy area where children can sit to look at books on their own. Children eat nutritious food prepared by their parents and the childminder. The childminder talks to children about how good food helps their bodies to grow. Likewise, she also promotes physical play with the children who are able to identify when they feel hot and need to rest. Therefore, children learn how their body works and how to look after it.

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

The childminder keeps clear records of children's personal information. She ensures parents provide written permission for different aspects of their children's care. For example, taking children on outings and transporting them in vehicles. The childminder conducts good risk assessments on her premises, other venues and outings. By working closely with her local authority representative, she has strengthened her monitoring of the activity planning for each child's individual needs. The childminder demonstrates a good commitment to improving her knowledge of childcare issues by attending courses and workshops. She also regularly discusses practice issues at childminding group meetings at the local children's centre. The children benefit from the childminders increased understanding of their learning and development. She is now able to provide more interesting, age-appropriate activities for them to learn from.

Setting details

Unique reference number	EY361787
Local authority	Medway Towns
Inspection number	981030
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	5
Name of provider	
Date of previous inspection	13 October 2010
Telephone number	

The childminder registered in 2007. She lives in Lordswood, Kent and operates all year round. The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. The childminder holds a recognised childcare qualification at level 3.

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Piccadilly Gate
Store St
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M1 2WD

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