

Childminder report

Inspection date: 12 September 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

The childminder has a good understanding of the priorities for each child's learning. When children make especially good progress in a particular area, she continues to support them to extend their knowledge and skills even further. She provides a stimulating environment in which she uses activities and resources to encourage children's progress effectively. For example, she provides resources such as toy pushchairs to encourage babies to develop their physical strength and walking skills further. Children confidently engage in play and explorations of their own choosing that the childminder builds on to enhance their learning. For example, when children play with coins, she uses effective teaching skills to enhance their understanding of number. As a result, children begin to look at higher numbers and learn to compare the amount of objects in groups. The childminder understands the individual children and their backgrounds well. She offers exciting activities that relate to children's interests and help them to enjoy learning. For example, children intently explore a pirate-themed table that promotes learning in many areas. They develop their control of tools as they scoop up the sand with small spoons to fill larger containers, and they enjoy books about pirates. Children, including those who have recently started, demonstrate that they feel safe and happy in the childminder's care. For example, babies give the childminder a beaming smile as they come to see her, and older children chat about their play or interests eagerly.

What does the early years setting do well and what does it need to do better?

- The childminder takes a proactive approach to enhancing her provision. Following her previous inspection, she has enhanced greatly her understanding of how to assess children's progress effectively to identify any gaps that may form. As a result, she now targets children's next steps in learning effectively in her teaching.
- The childminder has strong relationships with the children, who demonstrate confidence in her care. She supports children's emotional development effectively. Children have opportunities to interact with others, including in larger groups, to help them feel confident in a range of situations. Children demonstrate good social skills and understand how to behave positively. For example, they eagerly make kind gestures such as helping their friends.
- The childminder focuses strongly on supporting children's language development and helping them to develop their vocabulary. For example, babies say 'woof' when they see the pet dogs. The childminder praises this and models the word 'dog'. Babies later say 'dog', having learned and remembered the correct word. The childminder supports older children to learn and use more advanced words, and to speak in full sentences. Children incorporate the new vocabulary they learn into their play. For instance, they talk about how they are using compasses to help them find treasure.

- The childminder works in close partnership with parents to ensure continuity in care for children. She extends her partnerships to include other family members when they are equally as involved in children's lives. As a result, the childminder understands children's backgrounds and experiences well and has a wide view of the progress they make.
- The childminder does not consistently offer children a range of opportunities to understand the benefits of healthy eating and exercise, to enable them to understand how to make healthy choices.
- The childminder works with a co-childminder. Together, they act as positive role models, demonstrating good teamwork and positive social interactions. They actively discuss the effectiveness of their teaching and make changes to enhance children's experiences. For example, they are currently developing further the outdoor learning opportunities for children.
- Children learn about their local communities and the differing roles people have. For example, they enjoy trips to local shops such as the supermarket or the shoemaker. They understand that differences exist between people and enjoy finding out about communities beyond their own. For example, they learn words in different languages.
- The childminder uses good teaching skills to build on children's thoughts and ideas and to extend their learning. However, at times she allows the more confident children to dominate her time and input, meaning that other children do not equally benefit from the effective interactions and activities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is committed to ensuring her knowledge of how to safeguard children remains fresh and up to date. She attends regular training. The childminder reflects this in her confident understanding of how to notice if a child's welfare is at risk. She understands well how to act to protect a child if a concern arises. The childminder ensures that children are safe in her home and on outings. She follows robust risk assessments. She teaches children how to keep themselves and their friends safe. For example, older children know to keep small resources out of reach of the babies.

What does the setting need to do to improve?

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

- adapt teaching strategies more effectively to allow the less confident children to be as involved in activities and interactions as the more dominant children
- enhance further the opportunities for children to learn how to make healthy choices, including by understanding better the benefits of nutritious food and exercise.

Setting details

Unique reference number	EY290019
Local authority	Kent
Inspection number	10099053
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	14 February 2019

Information about this early years setting

The childminder registered in 2004 and lives in Maidstone, Kent. She offers care from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with her husband, who is also a registered childminder. She receives funding to provide free early education for children aged two, three and four years. The childminder has a relevant early years qualification at level 3.

Information about this inspection

Inspector
Kerry Lynn

Inspection activities

- The inspector observed activities indoors and discussed with the childminder the provision for outdoor play.
- The inspector talked to the childminder, her co-childminder and the children at suitable times throughout the inspection.
- The inspector carried out a learning walk with the childminder where they discussed what she wanted the children to learn and how she was using her environment to support this.
- The inspector talked to the childminder to gather her views on the effectiveness of her teaching and children's learning during activities on the day of the inspection.
- The inspector looked at evidence of the childminder's suitability and checked statutory documentation was in place.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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