

Childminder report

Inspection date: 11 September 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder takes time to get to know the children, so they feel happy, safe and emotionally secure. Children form close attachments with the caring childminder and build strong friendships with other children. The childminder gives children plenty of praise and encouragement, which helps to boost their self-esteem and confidence. Children are well behaved and have a good understanding of sharing and taking turns. The childminder encourages the good use of manners. Children engage in discussions about healthy food choices and this helps to enhance their understanding and awareness of healthy eating. The childminder takes children on regular outings, for example, to the beach, park and to attend various group sessions. This helps to build on their physical skills and awareness of the wider world. Children develop a good understanding of diversity beyond their immediate family. For example, the environment has positive cultural images, books and role-play resources for the children to explore. Children enjoy exploring clothing from other cultures as well as learning about different festivals and celebrations from around the world.

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

- Children develop well in the warm, welcoming and stimulating environment, which is carefully organised to support their learning and development.
- The childminder is highly effective at supporting children's early communication and language skills. For example, she clearly emphasises key words to help children enhance their understanding and speaking skills.
- Partnerships with parents are good. Parents value the bonds the childminder has with their children. They work together to provide consistent and good-quality care and early education for children.
- Children are successfully engaged and motivated to learn. For instance, they respond positively to a story with the childminder. They listen well and talk confidently to the childminder about their own experiences.
- The childminder makes regular assessments of children's play and achievements and shares these with their parents. She uses these well to help plan for the next steps in children's learning and development. The childminder knows children well and understands how they learn and develop. She provides good learning opportunities for children, that follow their interests.
- The childminder challenges and enhances children's skills effectively throughout their experiences. For instance, during an under the sea themed activity, children are challenged to identify some sea creatures, such as seahorses, lobsters and starfish. The childminder enhances the children's learning effectively. She gives children clear explanations about the coral, where it is found and its characteristics, to further enhance their knowledge and understanding of the world.

- The childminder improves children's mathematical skills effectively throughout their experiences. For instance, she challenges children's counting skills as well as encouraging young children to explore and compare size, identifying 'bigger' and 'smaller'.
- The childminder evaluates the provision effectively and includes the views of parents and children to help identify areas for further improvement. For example, she has enhanced the outdoor play space available for children to help develop their interests and exploration.
- Children are well prepared for their next stage of education or their move on to school. They enjoy engaging in early literacy opportunities. For instance, children enjoy using a range of tools to make marks within their play experiences and have a good understanding that print carries meaning.
- The childminder does not consistently make the most of opportunities to help children develop their independence skills, such as learning to put on their own shoes and meet their own hygiene needs.
- The childminder has not fully explored ways to continually build on the quality of her practice and develop an expert knowledge of teaching.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that her safeguarding knowledge is current, for example, through completing training and accessing information online. She is aware of the signs of abuse and neglect, and her duty to prevent children being drawn into situations that put them at risk. She knows the local referral procedures to follow if she is concerned about a child. The childminder identifies potential risks in the environment and addresses these promptly. She helps the children to gain a good awareness of how to play in safety.

What does the setting need to do to improve?

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

- extend opportunities for children to develop their independence skills to meet some of their own needs
- seek wider training opportunities to raise the childminder's skills and knowledge to a higher level.

Setting details

Unique reference number	126888
Local authority	Kent
Inspection number	10063734
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	4
Date of previous inspection	18 November 2015

Information about this early years setting

The childminder was registered in 1996. She lives in Minster on Sea, Sheerness, Kent. The childminder operates Monday to Friday from 8am to 6pm, throughout the year.

Information about this inspection

Inspector

Kimberley Luckham

Inspection activities

- The inspector observed children during their play and learning experiences.
- The inspector observed children and the childminder interacting and discussed children's learning and development.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector looked at children's records and evidence of the suitability of the childminder.
- The inspector reviewed written feedback from parents of the children attending.
- The inspector participated in a learning walk of the setting with the childminder.

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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