

# Childminder report

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Inspection date: 13 September 2019

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are engaged in playful interactions with the childminder and demonstrate good levels of self-confidence. There is much laughter in the setting and children are keen to make conversation. The setting is a safe and calm environment where children are actively involved in learning about risk. Children explore their own ideas and find plenty of toys to support their plans. They play together happily and support each other as they learn. Children are helpful and understanding towards each other. They listen to advice from the childminder when there is conflict, and quickly learn to understand and consider others' points of view.

The childminder encourages all children to try things for themselves and allows them time to discover their own abilities. She is committed to making sure children reach their full potential through carefully planned activities and skilful teaching. Children learn good social skills and contribute to the routine of the day, benefiting from shared experiences. The childminder offers a good balance of both adult- and child-led opportunities, which creates an atmosphere of shared learning where all children are considered and involved. Children's care needs are well catered for and their individuality is celebrated.

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

- The childminder uses her good knowledge of the early years foundation stage to create an exciting and varied curriculum across all areas of learning. She monitors children's progress regularly and has a good understanding of each child's next step. The curriculum provides children with the knowledge they need to be able to achieve and develop their skills. Children's interests are well represented in their planned activities. The childminder is aware of areas where children may need additional learning support. At times, those children's needs are not clearly identified and plans are not always promptly put in place.
- Communication is well promoted and children develop their vocabulary well. They are well prepared for the next stage in their learning and enjoy confident conversations. They enjoy stories and songs and are able to organise and explain their play without adult help. Children enjoy physical play suited to their age and stage of development.
- The childminder provides children with clear and consistent boundaries, which they respond to effortlessly. Children are active, engaged and very eager to learn. They are inquisitive and ask questions, and the childminder responds to these moments with enthusiasm. Her relationships with parents reflect the same positive and supportive role. Parents speak very highly of the childminder and the care she provides.
- Children are developing a strong sense of their own identity. The childminder has established close and caring relationships with the children in her care.

During care routines, children are actively involved. Children take measured risks in their play and enjoy running, climbing and exploring open spaces. The childminder teaches strong values and children have a good understanding of people's differences.

- The childminder has a clear focus on her own improvement. She is committed to regularly updating her knowledge and understanding of how best to enhance her provision. She frequently reviews her practice and seeks the views of others to enhance the quality of her provision.
- Partnerships with parents and others involved in children's learning are strong. Parents praise the childminder and report that they are actively involved in their children's learning. The childminder engages effectively with local schools and services to ensure children's needs are met. However, communication with other early years settings where children attend is not consistently effective. For example, children's stage of learning is not always shared effectively between practitioners. Policies are shared with parents, and children who receive additional funding are well supported at the setting.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder ensures the indoor and outdoor environments are safe and takes steps to minimise risks. She has effective procedures in place to protect children from risk of harm. Parents are given information about what to do if they have concerns about a child at the setting or if they wish to raise a complaint about the setting. The childminder has completed suitability checks and is confident in taking appropriate action in support of children's welfare.

## **What does the setting need to do to improve?**

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

- strengthen partnerships with other early years settings where children attend so that information about children's achievements is shared regularly
- ensure identified weaknesses are promptly supported so that children's needs are well met.

## Setting details

<b>Unique reference number</b>	EY548717
<b>Local authority</b>	Medway
<b>Inspection number</b>	10108310
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 to 8
<b>Total number of places</b>	5
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2017. She lives in Halling, near Rochester, Kent. The childminder provides care Monday to Friday from 6.30am to 6.30pm all year round. She holds an appropriate early years qualification at level 3 and provides funded early education for three-year-old children.

## Information about this inspection

### Inspector

Anna Fisk

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector took account of parents' views during the inspection.
- The inspector looked at samples of children's records. She also looked at evidence of the suitability of the childminder.
- The inspector discussed the quality of activities 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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Piccadilly Gate  
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