

Childminder report

Inspection date:

17 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

Children are safe and secure and enjoy their time at the setting. On occasions when the childminder is only caring for one child, she takes them to groups and other childminders. This helps children to become confident in larger groups and gain good social skills. The childminder has a high expectation of children's abilities. Children are independent and choose their own play from a well-organised range of resources and equipment. The childminder builds on children's interests, which helps children feel valued and listened to. For example, when children have a keen interest in cars, they go on to enjoy books and sing songs about cars and make their own models. Children gain good skills to support them to prepare for their eventual move to school. For instance, they enjoy a wide range of books and begin to recognise letters in their name. Children have good opportunities to develop their smaller physical skills, such as using magnetic rods to catch fish and tweezers to move objects. Children are kind, caring and develop good levels of empathy. For instance, they care for the family's much loved pets, including their rabbits, dog, bird and tortoise.

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

- The childminder knows children's individual personalities and care routines well. Children gain a good sense of belonging. They have positive levels of well-being and self-esteem. Children are settled, confident, happy and enjoy the good interaction that they receive from the childminder.
- There is a wide range of opportunities for children to gain positive abilities to support their future learning. They develop good mathematical skills. For example, they confidently count and discuss the colours of cars as they play.
- The childminder keeps up to date with new early years information and attends training beneficial to her practice. For instance, she has learned about the 'Prevent' duty since her last inspection and has good knowledge of this aspect of practice. The childminder carries out regular independent reading and research to learn new activity ideas. She uses her findings to implement new experiences for children to enjoy. This helps keep them motivated to learn.
- The childminder is a good role model. Children behave well and they are polite. They listen to and follow instructions with confidence. They know what is expected of them.
- The childminder establishes positive relationships with parents and keeps them informed about their children's learning. For example, she routinely shares their children's achievements and learning records with them.
- Children have good opportunities to challenge their physical skills. They use larger climbing and balancing equipment and have regular trips to the parks and soft-play centres. Children explore different ways to move, such as using a rocking horse with confidence.

- The childminder supports children to develop good speaking and listening skills. For example, she respectfully reinforces the correct pronunciation of words. She consistently asks open-ended questions and gives children time to think and then respond. Children are confident to communicate and share their ideas.
- The childminder has a strong knowledge of the curriculum and provides children with motivating activities that keep them interested and engaged. She supports children to develop skills to help them succeed and prepare for their future learning. Children of all ages make good progress. However, the childminder does not make the most of opportunities for children to explore and investigate the natural world.
- The childminder self-evaluates her practice effectively. She reflects on how well she engaged children in their learning experiences. She uses her findings to support her future practice. She takes into careful consideration the views of children and implements their interests and ideas into the daily plans. The childminder prides her practice on being inclusive and diverse. However, she recognises that she does not consistently provide children with opportunities to expand their knowledge of other people's similarities and differences outside of their own communities, beliefs and backgrounds.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good knowledge and understanding of the safeguarding and child protection policies and procedures to follow to help protect children's safety and welfare. This includes knowing who to contact to seek additional advice. The childminder has developed her knowledge since her last inspection and completed additional training. She fully understands how to identify, raise and follow up any concerns regarding all aspects of safeguarding, including extremism and radicalisation. The childminder teaches children how to remain safe. For example, they learn about the rules of how to cross the road safely on trips and outings.

What does the setting need to do to improve?

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

- provide more consistent opportunities for children to explore and investigate the natural world
- strengthen children's understanding and respect of other people's similarities and differences from around the world even further.

Setting details

Unique reference number	156703
Local authority	Kent
Inspection number	10104149
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	28 August 2018

Information about this early years setting

The childminder registered in 2001. She is located in Aylesford, Kent. The childminder cares for children from Monday to Thursday from 7.45am until 6pm, all year round.

Information about this inspection

Inspector

Kelly Hawkins

Inspection activities

- The inspector carried out a learning walk with the childminder, discussing the curriculum she provides for the children. The inspector viewed the areas of the childminder's home that children use.
- The inspector observed the childminder interacting and communicating with the children.
- The inspector sampled written documentation, such as paediatric first-aid certificates and safeguarding policies and procedures.
- The inspector spoke to children and the childminder at convenient times and viewed feedback from parents.

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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