

Childminder report

Inspection date: 10 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	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder creates a welcoming and interesting environment. She provides stimulating equipment indoors and outdoors. Children are busy and engaged at all times and are happy and secure. The childminder regularly takes children to visit local areas of the community such as a forest group, signing group, farm and the beach. The children talk enthusiastically about the places they have recently attended, such as a reptile shop to look at snakes and lizards. They comment that they saw snakes and lizards in the tanks and that the snakes were long. The children are confident and at ease in the setting and choose what they would like to do. For example, they pour water from a jug to water bottles and measure which bottles have the most. Children use equipment with independence, seeking support when they need it. The childminder makes sure children are safe and sets high standards of behaviour. She ensures young children do not go down the slide standing up and clearly explains her expectations. Children respond well to the childminder's instructions. She speaks clearly and is a positive role model.

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

- The childminder communicates well with parents, finding out about children's care routines and skills before they begin attending the setting. She updates parents regularly with the progress their children make and activities they are interested in.
- The childminder tracks children's development carefully. She observes children and notes their interests, and then plans activities and trips around these. This helps to ensure children are always interested in what they are doing.
- The childminder encourages and promotes healthy eating and good hygiene practices. She offers healthy snacks. Children wash their hands before eating and are given the opportunity to select the healthy snack they would like. As a result, children develop independence and confidence. The childminder plans activities to teach children about healthy foods, giving the opportunity for them to taste new foods.
- The childminder has a good knowledge of the curriculum she provides. She understands the next steps the children need to learn to continue to develop their skills. The childminder knows where to seek guidance should a child need additional support.
- The childminder offers regular opportunities for children to look at books. She makes books available in all areas of the setting, indoors and outdoors. The childminder provides books linked to the children's interests. For example, one child selects a book about reptiles and asks the childminder to read it. The child then points out the reptiles in the book. The childminder models language and new vocabulary clearly and children have a go at trying new words.
- The childminder regularly takes the children on trips out. She ensures they have

a good balance of experiences. Children are active and the childminder ensures trips out are not hindered by the weather. For example, they visit a forest group in all weathers and dress appropriately. Children talk excitedly about these experiences, saying 'At the forest, we put marshmallows on the fire'.

- The childminder keeps up to date with required training and seeks opportunities to further develop her practice. She creates links with other settings that children attend and discusses the progress children make. This helps to provide continuity and consistency in their care and development.
- Children understand mathematical concepts appropriate for their age. For example, older children confidently count four objects and the childminder then encourages them to count more objects and recognise numerals.
- At times when managing children's behaviour, the childminder does not provide opportunities for children to fully develop their social skills. For example, older children are not always encouraged to speak out and have a go at managing situations when younger children take their toys.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of the signs and symptoms to look out for that may indicate a child is at risk of harm. She keeps up to date with training and regularly reviews policies and processes. She has a broad understanding of wider safeguarding issues and understands how to identify and report any concerns. The childminder completes effective risk assessments and ensures the safety of the children is a high priority.

What does the setting need to do to improve?

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

- support children to learn how to independently resolve conflict.

Setting details

Unique reference number	EY543816
Local authority	Kent
Inspection number	10093955
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 7
Total number of places	5
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in Sittingbourne, Kent. The childminder works each weekday, from 7.45am to 6.15pm, all year round.

Information about this inspection

Inspector

Georgina Culshaw

Inspection activities

- The inspector observed all areas of the setting that children use.
- The inspector observed interactions between the childminder and the children.
- At appropriate times during the inspection, the inspector spoke with the childminder.
- The inspector looked at documentation, including evidence of training and first-aid certificates.

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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