

Childminder report

Inspection date: 16 September 2019

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| 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 | Not applicable |
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What is it like to attend this early years setting?

The provision is good

The childminder knows her children very well. She carefully monitors their individual interests to plan activities that engage and excite them. She has a strong understanding of the early years foundation stage and child development. The childminder provides a varied and stimulating environment where all children are confident to explore and independently select resources. She has high expectations of what children can achieve and makes learning fun. Children are becoming keen problem-solvers and demonstrate good levels of perseverance. For instance, children confidently recognise shapes as they explore a range of shape sorters and concentrate well as they find where the pieces fit. Children are visibly happy and demonstrate that they feel safe and secure. Children receive warm and nurturing interactions and are consistently encouraged to try things. This contributes to children's confidence and self-esteem. The childminder offers a wealth of opportunities for children to explore music and sounds. For instance, babies delight in exploring programmable toys to make music, while older children enjoy using musical instruments as they listen to favourite songs and rhymes. The childminder encourages children to use their counting skills well. However, she does not consistently extend children's understanding and interest in aspects of mathematics such as size and measure.

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

- The childminder supports children to develop a love of books. She is a skilled storyteller and captures children's interest as she reads favourite books. Children concentrate very well. They cuddle up to listen to favourite stories and eagerly press the buttons on interactive books.
- The childminder uses her precise observations to help her assess children's development and plan age-appropriate next steps for their learning. She plans a wide variety of learning opportunities, indoors and outdoors. She regularly shares these with parents to support children's learning at home. This supports children to make good progress in their learning.
- Children's behaviour is very good. The childminder promotes an environment where children are respected and valued. For instance, she seeks out children's preferences to develop her planning and encourages them to express their thoughts and ideas.
- Effective settling-in arrangements support children to develop strong relationships with the childminder. Babies' care routines are sensitively followed, and older children are eager to play and read with the childminder.
- The childminder is committed to evaluating her practice and ensuring that she provides the highest standards of care and education for children. She regularly seeks the views of parents and children to help her identify her areas of development. However, there is opportunity for her to develop her professional

development opportunities to raise the quality of her teaching even further.

- Parents praise the good communication that they receive from the childminder. They speak highly of the wide variety of activities that children are offered and the visits to local groups to socialise with other children.
- The childminder supports children's communication skills particularly well. She talks to children constantly as they play and clearly models vocabulary to develop their understanding. Children listen attentively and demonstrate a good understanding as they pick up toys to match the words that she says.
- Children enjoy daily opportunities to be physically active, indoors and outdoors. The childminder plans regular trips to local parks and play areas as well as visits to the local community. Babies delight in learning to walk and develop strong coordination skills.
- The childminder is committed to developing strong partnerships with other settings that children attend. She regularly meets with parents and settings to ensure good continuity of care and that children achieve the best outcomes.
- Sometimes, the childminder misses opportunities that arise to extend the most able children's knowledge and understanding of wider mathematical language to support them to make even better progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder continues to attend regular training in safeguarding. She has a clear understanding of child protection issues. She knows the signs that indicate a child is at risk of abuse, neglect or being drawn into extreme behaviours or ideas. The childminder understands her responsibility to report any concerns about a child's well-being or safety.

What does the setting need to do to improve?

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

- use opportunities that arise to develop children's understanding of wider mathematical language and concepts in their play
- develop further ongoing professional development opportunities, to raise the quality of practice to the highest level.

Setting details

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| Unique reference number | EY547620 |
| Local authority | Kent |
| Inspection number | 10107858 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register |
| Day care type | Childminder |
| Age range of children | 1 to 9 |
| Total number of places | 6 |
| Number of children on roll | 10 |
| Date of previous inspection | Not applicable |

Information about this early years setting

The childminder registered in 2017. She lives in Gravesend, Kent. She operates her service on Mondays, Tuesdays, Wednesdays and Fridays, from 7.30am to 6pm, throughout the year. She holds a relevant level 3 early years qualification.

Information about this inspection

Inspector

Nicola Edwards

Inspection activities

- The inspector talked with the childminder and children at appropriate times during the inspection.
- The inspector observed the quality of teaching during activities and assessed the impact it has on children's learning.
- The inspector read some written feedback from parents, and other settings that children attend, to gain their views.
- The inspector looked at relevant documentation and checked evidence of the suitability of the childminder.
- The inspector undertook a learning walk and discussed how the childminder organises her curriculum.

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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