

Childminder report

Inspection date: 27 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder creates an exciting, friendly and inviting environment for children to play, learn and develop. This safe, well-planned environment gives children the opportunity to develop their independence. For example, toys are stored in a way which allows children to access them independently. A wide range of interesting toys and equipment are available for children, both indoors and outside.

The childminder has clear rules and routines, which the children respond to and follow well. She has high expectations for behaviour. For example, the childminder insists that children tidy up what they are playing with before moving on to a different activity. Children are interested and show high levels of curiosity in the exciting activities that are available for them.

Children are kind and considerate to each other and are encouraged to use appropriate manners when speaking to their friends and adults. Parents speak very highly of the childminder and comment on the homely and caring environment. The childminder has established effective communication between parents which ensures that children's needs and interests are continuously considered.

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

- Children enjoy participating in a range of physical activities. For example, children squeal with delight as they race around the large garden on bicycles and scooters. The childminder carefully considers the individual needs of each child and plans activities according to their likes and interests.
- The childminder encourages children to develop their confidence in communication and language skills. For example, children take part in a daily 'show and tell time' where they talk to their friends and adults about a favourite item from home.
- The childminder reads to children with excitement and enthusiasm. Children excitedly join in with familiar rhymes, songs and stories. Children develop mathematical language through play and activities. For example, they name the shapes that they see in a book and in the garden.
- The childminder provides opportunities to develop children's early literacy skills. However, at times she does not correctly teach the sounds that letters represent.
- The childminder plans enjoyable and exciting activities for the children to participate in. However, the childminder and her assistant do not consistently build on the skills children need to learn next, to raise their achievements to a higher level.
- The childminder reflects on her own practice and identifies areas for further development. She works with another local childminder to evaluate and further

improve the provision. For example, she has plans to develop natural resources in the mud kitchen area as a result of inspiration from another childminder.

- Partnerships with parents are very well established. The childminder uses various means to communicate effectively with parents and keeps them up to date with what they have been doing. For example, children have a book bag and 'home learning book' which is used to send home activities which parents can do with their children.
- Children are very well behaved. They show care and consideration for each other and adults. Children have a good understanding about how to share and take turns. For example, children say 'please' and 'thank you' to each other without being prompted by an adult. The childminder and her assistant are excellent role models for positive behaviour. They praise children in a meaningful way, which increases their self-esteem and emotional well-being.
- The childminder observes children and assesses their progress. Detailed tracking documents are regularly updated and the childminder successfully uses these to identify next steps and any gaps in learning. The childminder carefully plans activities to ensure that gaps are closed.
- The childminder completes supervision meetings with her assistant. Both the childminder and assistant attend regular training events. They carefully reflect on new training and decide how they will implement what has been learned. Recent training includes 'Basic awareness of signing training'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of her role and responsibility to ensure that children in her care are kept safe. She has a good understanding about how to report any concerns to the relevant authorities. The childminder and her assistant regularly attend training to ensure their safeguarding knowledge is kept up to date. The childminder ensures that her home is a safe and secure environment at all times. She has robust policies and procedures which underpin every aspect of her practice.

What does the setting need to do to improve?

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

- enhance the teaching of phonics to strengthen children's recognition of letters and the different sounds they represent
- focus more precisely on challenging and extending what the children can do, in order to raise the quality of education further.

Setting details

Unique reference number	EY248352
Local authority	Kent
Inspection number	10108544
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 12
Total number of places	12
Number of children on roll	20
Date of previous inspection	16 October 2014

Information about this early years setting

The childminder registered in 2003 and lives in Garlinge, Kent. She operates all year round, from 7am to 6pm on Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector
Nicola Pochin

Inspection activities

- The childminder and the inspector completed a joint evaluation of an activity. They observed the quality of teaching and the impact this has on children's learning.
- The inspector spoke to a parent and considered the written views from parents.
- The inspector observed children and spoke to them at appropriate times.
- The inspector completed a learning discussion 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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