

Childminder report

Inspection date:

25 September 2019

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

The childminder is kind and caring. She and her co-childminder model friendly and cooperative partnership working and together they provide a warm, nurturing environment for children to play and learn in. Children and babies form fantastic bonds with the childminder. They are extremely happy and thoroughly enjoy the experiences they are offered in the childminder's home. The childminder has used her knowledge and experience to create an inspiring environment where children thrive. The childminder highly praises children and babies and celebrates their achievements during play, which helps to boost their excellent self-esteem and confidence.

Children are incredibly courteous and look after one another. They use exceptional manners at all times and are respectful to others and the environment. Children are kind and caring. Older children cuddle and comfort younger ones affectionately, displaying a warm and friendly nature.

All children enjoy listening to stories read by the childminder. They sit together in the book corner and enjoy being actively involved in the storytelling of familiar books.

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

- The childminder supports her co-childminder successfully. She shares policies and reviews their practice regularly. She shares information from training courses to help improve their skills and the outcomes for children.
- The childminder reflects well on her practice. She provides parents with opportunities to share their views of the provision, such as by reviewing new ideas and helping to enhance these even further. Parents speak highly of the childminder and how well she supports children's learning.
- The childminder maintains good partnerships with parents and shares ideas about how children can continue their learning at home. For example, children and parents enjoy a 'book share' system to encourage a love of reading. The childminder includes parents in learning and development assessments for two- to three-year-old children. However, this is not always clear and precise for parents to see and understand the progress their children are making.
- The childminder identifies appropriate training courses to develop her teaching skills and enhance her knowledge. For instance, recent training has enhanced the opportunities children have to explore and investigate with natural and sensory materials.
- The childminder enhances children's skills effectively throughout their experiences. For instance, during a creative activity children are challenged effectively to hold and use the scissors in a comfortable hand and in the correct

grip. The childminder gives children clear explanations and demonstrations on how to successfully manoeuvre the scissors and safely make cuts in the creative way in which the children desired. This enhances the children's physical development and fine-motor skills effectively.

- The childminder improves children's mathematical skills effectively throughout their experiences. For instance, she challenges children's counting skills as well as encouraging young children to explore and compare size, identifying bigger, smaller, shorter and longer.
- The childminder supports children's early language skills well. For example, younger children repeat new vocabulary as they mirror the childminder's speech. Older children eagerly engage in discussions with the childminder and their friends.
- Children are motivated as they learn essential skills in preparation for primary school. They experiment being independent when they help set the table for lunch and manage their own self-care needs. Furthermore, the childminder helps to develop children's early literacy skills as they successfully identify their own written names at their table place.
- The childminder helps children to understand how they can support their good health. Children engage in discussions about healthy choices and older children know what foods are 'good for you'. Children learn about healthy practices, such as washing their hands before eating. They enjoy playing in the garden, where they have the space to be physically active or rest and relax.
- Opportunities for older children to explore technology are not consistently available to help children build on their interests and awareness of how things work.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of signs and symptoms that may indicate abuse to children. She knows who to contact should she have any concerns about a child's welfare. She has a good understanding of wider safeguarding issues, including the 'Prevent' duty guidance which talks about and identifies people at risk of developing extremist views. The childminder talks confidently about her policies and procedures and how these help to keep children safe.

What does the setting need to do to improve?

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

- develop the assessment system further to provide parents with clear and precise information about children's progress
- develop even further opportunities to interest older children in technology.

Setting details

Unique reference number	125979
Local authority	Kent
Inspection number	10108450
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	17 October 2014

Information about this early years setting

The childminder registered in 1997 and lives in Sittingbourne. She works Monday to Friday, all year around, and works Monday to Thursday with a co-childminder.

Information about this inspection

Inspector

Kimberley Luckham

Inspection activities

- The inspector observed children during their play and learning experiences.
- The inspector observed children and the childminder interacting and discussed children's learning and development.
- The inspector held discussions with the childminder at appropriate times during the inspection and participated in a learning walk of the environment.
- The inspector looked at children's records and evidence of the suitability of the childminder.
- The inspector reviewed written feedback from parents of the children attending.

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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