

# Childminder report

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Inspection date: 3 October 2019

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are content and happy to come into the setting to meet with the childminder and her assistants. They have formed close bonds with them and settle quickly, ready to play and explore. This helps to support the children's emotional well-being. The childminder follows children's spontaneous interests. For example, she talks to the children about the aeroplane when they hear it flying overhead. Children enjoy investigating the guttering and are intrigued by the line of plastic on the underside. The childminder demonstrates how this helps the guttering attach to the string to help it balance. Children develop their hand-eye coordination as they practise balancing the guttering on the string ready to roll cars down. Children excitedly make potions and are curious to find out what happens to the dough when they place it in the water. The childminder follows the children's lead and talks about how slimy the water has made the dough. Children are learning about different textures through sensory exploration. There are good opportunities for children to develop their early writing skills. For instance, they use water and brushes to make marks on the blackboard and use coloured chunky chinks to enrich their creations.

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

- Partnerships with parents are effective. The childminder works closely with parents to keep them informed about their children's progress. She encourages them to share information with her, about activities they do at home, to help her plan a rich curriculum which supports children's next steps in learning.
- Children enjoy looking at the photographs of themselves on the electronic photograph frame. The childminder and her assistants make effective use of the photographs to extend children's learning. For example, the children talk about friends and family they see in the photographs and recall past events to support their language and communication skills.
- The childminder and her assistants carry out thorough risk assessments to help keep children safe and secure. They have clear rules and boundaries in place to help support children to use resources safely. For instance, they effectively teach children how to use the climbing frame and slide safely and sensibly.
- The childminder makes effective use of praise to recognise children's efforts and achievements. For instance, she congratulates older children as they name the dinosaurs for the younger children. The children are kind to their friends and learn to share and take turns. Children's behaviour is good and appropriate for their age. However, the childminder does not consistently use daily experiences to focus younger children's attention and motivate them to learn. For instance, younger children struggle to identify their names during circle time and lose interest in the activity.
- The childminder is committed to developing her practice. For instance, she

meets with other professionals to undertake training and share best practice. The childminder has one-to-one meetings with her assistants to help enhance their professional development and help identify any training needs.

- Children develop many skills needed in preparation for the next stage in their learning. They develop their personal care skills, such as helping to put on their coats before playing outside.
- Children learn how to lead healthy lifestyles. They have daily opportunities to exercise, which helps to develop their physical skills. For instance, they play in the garden and go on trips to the park to use large play equipment. The childminder provides children with nutritious snacks and meals and reminds them to have a drink of water throughout the day to keep hydrated.
- At times, the childminder and her assistants do not extend children's knowledge and understanding of mathematical language. For example, they miss opportunities to compare quantities and look at size when children are pouring materials from one container to another.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has robust vetting and recruitment procedures to ensure her assistants are suitably checked before they work with children. The childminder regularly updates her safeguarding knowledge. For instance, she has recently completed designated person safeguarding training and clearly understands her role in protecting children from harm. The childminder regularly updates documentation and monitors her assistants to ensure they complete mandatory training. The assistants have a good understanding of the signs to look out for that might indicate a child may be at risk of harm and the procedures to follow to maintain children's welfare.

## **What does the setting need to do to improve?**

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

- make better use of opportunities that arise to support children's understanding of mathematics even further
- review and improve the experiences younger children have to help keep them engaged in activities and maintain their focus.

## Setting details

<b>Unique reference number</b>	EY548223
<b>Local authority</b>	Kent
<b>Inspection number</b>	10109258
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 to 4
<b>Total number of places</b>	7
<b>Number of children on roll</b>	13
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2017 and lives in Ramsgate, Kent. She has four assistants registered to work with her. The childminder operates from Monday to Friday, from 8am to 6pm for most of the year. The childminder receives funding to provide free early education for children aged two, three and four years. The childminder holds a relevant early years qualification at level 5.

## Information about this inspection

### Inspector

Sara Garrity

### Inspection activities

- The inspector carried out a joint observation with the childminder.
- The childminder completed a learning walk with the inspector.
- The inspector observed the childminder's and her assistants' interactions with the children and spoke to them at appropriate times during the inspection.
- Parents' views on the service they receive were gained through discussion and letters of reference.
- The inspector discussed the children's progress with the childminder and her assistant and how they plan for children's next steps.

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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