

Childminder report

Inspection date: 10 October 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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children confidently explore the activities on offer and make informed choices in their play. The childminder provides them with a good range of sensory experiences. For example, children investigate baskets of natural resources and enjoy feeling the different textures. They develop a keen interest in the world around them. The children have formed strong attachments to the childminder, which helps to support their emotional development. The childminder is caring and attentive to children's individual needs. For instance, she intuitively knows to bring forward children's lunchtime when she identifies they are getting tired and are ready for sleep.

The childminder has high expectations for all children, and they gain many skills that they need in preparation for the next stage in their learning. For example, they follow good hygiene routines and attend to their own personal care needs, relevant to their age and ability. This is illustrated as children use a cloth to wipe their faces after eating. The childminder talks to the children about making healthy choices and they have daily opportunities to exercise. For example, they go to groups and the park to run around, and use large play equipment to develop their coordination and muscle strength. This also enables them to meet other children and adults to help develop their social skills and learn about their local community.

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

- The children are developing an interest in literacy. For instance, after lunch the children are extremely eager to find their favourite storybook before snuggling up with the childminder to listen to the story being read. The childminder is skilled in helping to support children's communication and language skills. For example, she uses rhyming words effectively to help increase children's vocabulary and understanding of sounds. Children rhyme words such as 'truck' and 'duck' as they point to the corresponding pictures in the book. The childminder extends children's learning as she encourages them to make the noises of the animals. However, she sometimes steps in too quickly to answer the questions asked and does not give them enough time to think about what they wish to say.
- The childminder gathers information from parents about what their children can do when they begin to attend. She constantly updates this information to help ensure she continues to meet children's care requirements. She has formed positive relationships with parents and provides them with detailed information about their child's progress and daily activities to support learning at home.
- Professional development is important to the childminder. She completes regular online training, such as researching a variety of activities to undertake with the children. She shares good practice with other early years professionals to help

her to develop the already good-quality teaching experiences she offers the children. The childminder values comments and feedback from parents to help her improve the service she provides.

- The childminder engages children effectively in pretend play to help develop their imaginations. Children are keen to talk about the different colours of the cars as they drive them around the road map. They make car noises and tell the childminder about where they are going. The childminder skilfully sets the children challenges, such as matching the colours of the resources they are using. However, she does not make the most of opportunities to further develop children's interest in mathematics, such as learning about quantity, size and shape.
- The children's behaviour is good. The childminder has clear rules and boundaries in place to support children to feel safe and secure. For instance, she talks to them about why it is important not to climb on the toy ironing board and what might happen. The children are learning to share the toys. For example, they hand the childminder a toy car so that she can join in with the activity. The childminder makes effective use of praise to acknowledge children's achievements and develop their self-esteem.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the importance of ensuring her knowledge and skills are kept current, especially in relation to safeguarding children. The childminder uses information gained at training events to update her safeguarding policies and procedures. She has a good understanding of her role in keeping children safe and protecting those who may be at risk of harm. For instance, she is aware of the signs and symptoms in relation to child protection and the wider context of safeguarding such as radicalisation. She knows the relevant agencies to contact for guidance and report any concerns to.

What does the setting need to do to improve?

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

- continue to extend the experiences offered to children to help them develop their understanding of basic mathematical concepts
- support and encourage children to develop their own ideas and thoughts.

Setting details

Unique reference number	EY549796
Local authority	Kent
Inspection number	10124454
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 5
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in Sittingbourne in Kent. She operates from Monday to Friday from 7.30am to 6pm, for most of the year. The childminder has a relevant early years qualification at level 3.

Information about this inspection

Inspector
Sara Garrity

Inspection activities

- As part of a learning walk, the childminder showed the inspector all areas of the home used for childminding.
- The inspector observed the childminder's interactions with the children and spoke to them all at appropriate times during the inspection.
- The childminder carried out a joint observation with the inspector and explained the learning taking place and how she would plan the children's next steps.
- Parents' views on the services they receive were gathered through letters and emails.
- The inspector sampled a range of documentation the childminder had available.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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