

# Childminder report

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Inspection date: 10 October 2019

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

The childminder has a good understanding of how children learn. The environment is exciting and well resourced, and children freely explore their abilities. Children enjoy the range of toys available to them, in moments of focused play. The childminder uses the resources to encourage progress effectively. For example, various types of kitchen equipment help children develop their physical skills during role play. When children explore their own ideas, the childminder enhances their learning, building on their experiences. For example, while decorating mud pies, she offers various tools to enhance children's learning. As a result, children have rich learning experiences as they play.

Children are happy and enjoy the experiences they are offered in the childminder's home. The childminder praises them and celebrates their achievements during play, which helps to boost their self-esteem and confidence. The childminder celebrates cultural differences and children develop a good understanding of diversity beyond their immediate family. For example, there are a variety of books in different languages, and varied resources for the children to explore. Children, including those who have recently started, show that they feel safe and happy in the childminder's care. For example, younger children turn to the childminder for affection and involve her in their play.

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

- The childminder promotes children's communication skills well, and, as a result, children are developing a good range of vocabulary. Children are well prepared for the next stage in their learning. They enjoy simple songs throughout the day, listening intently and joining in. For example, when soothing a very young baby, they sing softly together, laughing at the silly words of the nursery rhyme.
- The childminder has successful partnerships with parents. This ensures continuity in care for children. The childminder understands children's backgrounds, their experiences and the progress they have made. Children develop good relationships with the childminder, who is sensitive to their needs. As a result, children are happy to turn to the childminder for comfort when required.
- The childminder is effective at adapting her interactions and activities to successfully teach the different ages and abilities of the children attending. For example, she uses a child's soft toy to point out eyes and nose. However, at times the activities do not offer consistent levels of challenge.
- The childminder values the importance of developing children's early reading skills. For instance, she takes time to read out loud, creating interesting voices and characters, making the stories fun and exciting. As a result, children love stories and rhymes and are excited to revisit book after book. They sit quietly

looking at books, turning the pages and imitating the childminder.

- Children benefit from an exciting environment full of appropriate activities, such as colour matching, role play and simple counting. They are allowed plenty of time to play and explore. This helps to develop their interest in learning. However, opportunities for younger children to have help in developing their understanding of new ideas is sometimes limited.
- Through training and research the childminder keeps her own professional development up to date. Since her last inspection, she has developed her provision to better support early mark-making opportunities for children, for example, she has installed an outdoor painting wall.
- The childminder is kind and considerate. She provides a warm, caring environment for children to play and develop in.
- Children are able to organise their play without adult help and busy themselves in exploring the environment. Children enjoy a range of physical play experiences, both inside and outdoors in the large garden, suited to their age and stage of development. For example, children enjoy the ride-on toys and climbing equipment.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a dedicated approach to ensuring her knowledge of how to safeguard children remains up to date through regular training. She has a good understanding of how to identify if a child is at risk of harm. The childminder ensures that children are safe in her home and follows her own risk assessments. Parents are given information about what to do if they have concerns about a child at the setting or if they wish to raise a complaint. The childminder has completed suitability checks for herself and her assistant. She is confident in taking appropriate action in support of 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:**

- enhance further the opportunities for children to experience challenges in their learning
- adapt daily planning more effectively to offer children opportunities to further benefit from the childminder's teaching.

## Setting details

<b>Unique reference number</b>	EY436775
<b>Local authority</b>	Kent
<b>Inspection number</b>	10063821
<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 3
<b>Total number of places</b>	4
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	28 September 2015

## Information about this early years setting

The childminder registered in 2011. She lives in Snodland, near Rochester, Kent. The childminder provides care Monday to Thursday from 8am to 6pm all year round. She holds an appropriate early years qualification at level 3 and currently provides funded early education for three-year-old children. The childminder is also able to offer places for funded early education for two- and four-year-old children.

## Information about this inspection

### Inspector

Anna Fisk

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector took account of parents' views during the inspection.
- The inspector discussed the quality of activities with the childminder.
- The inspector looked at children's records and evidence of the suitability of the childminder.
- The inspector observed children during their play and learning experiences.

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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