

Childminder report

Inspection date: 18 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 have strong bonds with the childminder. She knows children well and is very sensitive to their needs, which positively enhances their emotional well-being. For example, she readily gives cuddles and reassurance when children are upset. This helps children to be happy, feel safe and enjoy spending time with the childminder.

The childminder is an excellent role model and has high expectations of children's behaviour. Children consistently hear words such as 'please' and 'thank you', which successfully helps them to learn the importance of good manners. Children are polite and kind to each other. The childminder successfully helps children to understand the effect that their behaviour has on others.

The childminder continually evaluates her provision and seeks the views of parents to help identify any areas for improvement. She recognises that she does not fully involve children in her self-evaluation processes. Parent partnerships are well established. The childminder uses a variety of ways, such as daily conversations and communication books, to keep parents up to date with their child's progress. Parents comment that the childminder is very supportive and approachable. However, the childminder has not fully established effective partnerships with other providers that children attend.

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

- Children successfully develop their communication and language skills. The childminder reads stories and shares books with the children throughout the day. Furthermore, she introduces new words as children play and explains their meaning. This builds on children's growing vocabulary and enhances their early literacy skills.
- The childminder makes accurate observations and assessments of children's development. This helps her to plan activities and experiences that support children's individual interests and learning needs. For example, she has introduced a variety of toy animals to build on children's current interest in farms. However, the childminder does not effectively share information gathered from observation and assessment with other providers that children attend, to promote consistency in children's learning. Her flexible approach to planning allows her to maximise opportunities to provide exciting activities that extend children's learning. This is evident when children squeal with delight as they splash in puddles.
- The childminder reads research and completes online training to keep her knowledge and skills up to date. For example, she has researched communication and language in the early years to help her meet children's

needs.

- The childminder promotes children's confidence and self-esteem well. She gives plenty of praise and celebrates their achievements. For instance, she responds with a 'high five' when children successfully complete a task.
- Children's good health is promoted well. They have daily access to fresh air in the garden and frequently visit the local park. The childminder promotes good care practices effectively, such as reminding children to wash their hands before eating. Children of all ages show high levels of independence. This includes changing their own shoes and older children attending to their own personal needs. This helps to prepare them well for starting school.
- The childminder provides a wide range of outings to develop children's understanding of nature and the wider world. For example, they feed the ducks at the local park and collect leaves in the garden.
- Children successfully develop their early mathematical skills. This is demonstrated when they explore size as they try to fit in the same box.
- The childminder plans a stimulating environment, indoors and outside, with a good range of age-appropriate toys, which children can freely access. This means children can choose their own toys and lead their own play. The childminder regularly rotates the resources to ensure children continue to be interested and motivated to learn.
- The childminder is a reflective practitioner. She considers the views of parents to help develop the overall quality of her provision. For example, following feedback, she has introduced a wider range of ways to communicate with parents. However, she does not regularly get feedback from children to further identify areas for improvement.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust knowledge of safeguarding and child protection. She knows the indicators of possible abuse and neglect and the processes to follow if she has concerns. The childminder completes daily risk assessments of her premises and for outings, to identify and minimise hazards to children. She teaches children effectively to keep themselves safe, for example, when out walking or climbing in the park.

What does the setting need to do to improve?

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

- strengthen partnership working with other providers that children attend to improve consistency in children's learning and care
- develop self-evaluation systems further to include the views of children to fully identify areas for development.

Setting details

Unique reference number	EY550879
Local authority	Kent
Inspection number	10123497
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 6
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017. She lives in Swanley, Kent. The childminder provides care Monday to Friday, 7.30am to 5.30pm, all year round, with the exception of bank holidays and planned family holidays. The childminder is qualified at level 3 in childcare.

Information about this inspection

Inspector

Michaela Borland

Inspection activities

- The inspector observed the quality of the childminder's interactions with children during a variety of activities and assessed the impact this has on children's learning.
- Discussions were held with the childminder, parents and children at appropriate times during the inspection.
- A range of documentation was viewed by the inspector, including suitability checks, qualifications and first-aid certificates.
- The inspector held discussions with the childminder and together they completed a learning walk around the premises, including the garden, to understand how the childminder organises the provision.

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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