

# Childminder report

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Inspection date: 29 October 2019

<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	Requires improvement

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

### **The provision is good**

The childminder's home is warm and welcoming. She provides a nurturing learning environment that helps children feel safe and secure. Children are happy, content and well settled. Young children behave well. The childminder encourages children to be polite and respectful in their interactions and to use good manners. For example, children thank the childminder when she serves their snack. She offers regular praise and highlights children's achievements. This helps children to feel self-assured and confident.

The childminder takes children on local outings, for example, to the park and library. Children's balance and coordination are challenged effectively, and this helps to build on their physical skills. They also benefit from accessing activities with local community groups, which further promotes children's social skills. This also helps them to learn about the wider community and to gain respect for others.

The childminder supports children's early communication skills particularly well. She consistently introduces new vocabulary and models the correct pronunciation of words to support children's understanding. For instance, when young children point at things or make sounds to express themselves, she models the names of resources to support their learning.

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

- The childminder has taken prompt and effective action to address the weaknesses raised at the previous inspection. She ensures she keeps up to date about any changes to legislation that affect her childcare business. She actively accesses training that contributes to the well-being of the children in her care.
- The childminder gathers information from parents about children's abilities when they first start. She continues to monitor children's progress and identifies any delays in their development. The childminder works hard to close any gaps in learning. For example, she is highly effective in supporting children's early communication and language skills. She clearly emphasises key words to help children enhance their understanding and speaking skills.
- Overall, the childminder provides a welcoming and friendly environment for children. She plans a wide range of activities and has lots of toys and resources for children. However, on occasions, the childminder misses opportunities to use children's interest in natural materials to promote exploration and engagement, for example in sensory experiences.
- Children are keen to engage with the childminder and take part in the activities on offer. For example, she provides children with opportunities to explore different kinds of block puzzles. However, opportunities for younger children to make independent choices following their interests are not fully effective.

- Partnerships with other settings are effective. The childminder values the importance of sharing information. Children who attend additional settings benefit from having a joined-up approach towards their progress. This helps to support a consistent approach to their learning and development.
- The childminder values developing strong relationships with the families who use her service. For instance, she regularly shares her developmental records to share children's learning and progress. The childminder sends photographs to parents to share children's activities. Parents are happy with the care provided and comment that their children love the opportunities to learn outdoors. They comment on the good communication that they receive and the caring environment that is provided for their children.
- Children enjoy exploring the range of books on offer. The childminder engages children well, encouraging their interest in stories and developing their enjoyment of reading. She helps children to make connections in their learning. For example, children look at the different colours within the illustrations and match them to other objects in the playroom. The childminder helps children to gain the key skills needed for their next stage in learning.
- The childminder encourages children to explore early mathematics, such as counting, naming shapes and colours. She finds ways to promote children's mathematical development, following their interests. For example, children confidently count different-coloured blocks.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder is confident to identify and respond to safeguarding concerns in a timely and appropriate manner. She is aware of the wider safeguarding concerns that affect children and their families. This helps to keep children safe. She understands the procedures to follow and attends training to make sure her knowledge is up to date. The childminder carries out daily checks of the indoor and outdoor environments to ensure they remain safe for children to use. All trips into the community are risk assessed effectively by the childminder.

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

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

- enhance opportunities for younger children to make independent choices, following their own interests
- improve opportunities for children to explore and engage in activities that make the most of their sensory exploration.

## Setting details

<b>Unique reference number</b>	EY433687
<b>Local authority</b>	Kent
<b>Inspection number</b>	10098643
<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>	0 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	8 February 2019

## Information about this early years setting

The childminder registered in 2011 and lives in Boughton Monchelsea, Kent. She operates Monday to Friday throughout the year, from 7am to 7pm.

## 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.
- 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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