

Childminder report

Inspection date: 4 November 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are visibly happy in the warm and welcoming setting. The childminder gets to know children and their families extremely well and builds strong relationships with them. The childminder listens carefully to children's thoughts and ideas, developing a strong ethos of respect and kindness. This contributes to children feeling safe and secure. Children are eager to share their play with the childminder. They eagerly select books to sit and read together and hold up their toys to show her. The childminder is dedicated to her ongoing professional development and uses her research to plan activities across all seven areas of learning. Children are encouraged to make independent choices about their own play from the wealth of natural toys and equipment available. Children develop a positive attitude towards learning and exploration. For instance, children learn to use simple programmable toys. They delight in listening to favourite audio books and songs on electronic toys and eagerly demonstrate how they work to visitors.

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

- Effective settling-in arrangements help the childminder to develop a secure understanding of children's interests and development. The childminder routinely observes and assesses children's development to identify what children need to learn next. For instance, she plans visits to local activity groups to develop opportunities for children to develop their confidence when socialising with larger groups of children. Children make good progress from their starting points and develop the skills for their future learning. However, there are opportunities to extend children's confidence in using mathematical language even further.
- Communication and literacy skills are particularly well supported. The childminder supports children to foster a love of books and children are eager to select stories to read together. Children enjoy looking at books independently and enthusiastically narrate stories for their friends. As she reads, the childminder encourages children to name the pictures in the books and clearly models the correct pronunciation to support children's knowledge and understanding. She consistently uses opportunities that arise to extend children's vocabulary.
- The childminder is a good role model. She interacts sensitively with children and encourages them to develop confidence in expressing their ideas. Children's behaviour is very good. They listen carefully to instructions, concentrate for sustained lengths of time and play incredibly well together.
- Children develop good physical skills. The childminder offers children opportunities to be active both indoors and outdoors. For instance, children enjoy navigating climbing apparatus indoors and persevere well as they learn to climb. Children develop good control and coordination. The childminder uses consistent praise to develop children's confidence and self-esteem. However,

there is scope to support children to develop their confidence in exploring appropriate risks and challenges even further.

- The childminder is committed to her ongoing professional development. She regularly attends courses and reflects on her research to identify ways that she can develop the service that she offers to families. For instance, since her last inspection, she has developed the resources and learning opportunities available for babies to expand their sensory experiences.
- Children are supported to develop independence in their personal care routines in preparation for the transition to school. Children have excellent table manners and are eager to help cut their fruits at snack time. They confidently use cutlery and manage their own hygiene needs successfully.
- The childminder develops effective partnerships with parents. She provides parents with a wealth of information about their children's care and development. Parents express that they are very satisfied with the service provided and the good support that they receive from the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the signs and symptoms that may indicate a child is at risk of abuse or neglect. She knows the procedures that she must follow if she has a concern about a child's welfare. The childminder attends regular safeguarding training to ensure that she is up to date with the safeguarding requirements. She recognises the importance of understanding wider safeguarding concerns. For instance, since attending training about the 'Prevent' duty she has identified further research she wishes to conduct to extend her knowledge even further. This helps to protect children from harm.

What does the setting need to do to improve?

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

- develop further opportunities for children to build confidence in taking suitable risks and challenges in their physical play
- use opportunities that arise to develop children's understanding of wider mathematical language and concepts in their play.

Setting details

Unique reference number	EY400055
Local authority	Kent
Inspection number	10074332
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 2
Total number of places	6
Number of children on roll	5
Date of previous inspection	5 February 2016

Information about this early years setting

The childminder registered in 2009. She lives in Edenbridge, Kent. She operates her service Monday to Friday, from 8am to 6pm, all year round. The childminder receives funding to provide free early education for children aged two, three and four years. The childminder holds a relevant qualification at level 3. She works with a co-childminder.

Information about this inspection

Inspector

Nicola Edwards

Inspection activities

- The inspector talked with the childminder and children at appropriate times during the inspection.
- The inspector observed the quality of teaching during activities and assessed the impact it has on children's learning.
- The inspector undertook a learning walk and discussed how the childminder organises her early years provision.
- The inspector spoke with parents and took account of their views.
- The childminder provided evidence of her suitability and qualifications.

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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