

Childminder report

Inspection date: 7 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

The childminder and co-childminder work effectively together and reflect regularly on their practice with children. However, the childminder does not fully utilise training opportunities to develop her practice further and improve outcomes for the youngest children. Parents are happy with the service provided. The childminder employs an assistant to help with the older school children. Children feel confident, safe and secure. However, they do not have a broad range of sensory experiences offered to them to help further aid their learning and play.

The childminder has high expectations for all children. She identifies children's starting points well and plans for each child to make progress and gain new skills. Younger children have opportunities to make choices about their own play. They use their physical skills, for instance fixing bricks together and building towers. The childminder uses her assessments of children's abilities to inform her teaching. She encourages children's communication skills. For example, she provides a narrative for children's play, sings songs and mimics their sounds and utterances. The childminder provides parents with precise information of how children who speak English as an additional language are progressing.

Children behave well. The childminder helps them show consideration for others, such as by reinforcing good manners, sharing and taking turns. She praises children for their achievements. For example, she claps her hands when children cooperate together and share the play equipment.

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

- Children are confident and motivated to learn. For example, they choose different-coloured crayons and make marks on paper to practise their early literacy skills. The childminder makes the most of opportunities to extend activities and conversations to challenge children's thinking, such as drawing a circle shape. Children begin to develop the skills they need for the next stage in their learning and to gain future success.
- The childminder uses her observations of children to develop their next steps in learning. She plans a good range of physical activities to develop children's small finger movements and develop their independence even further. For example, children build with construction toys.
- The childminder acts as a positive role model who shares her clear expectations for good behaviour with children. She speaks calmly and clearly to children. This helps to support their emotional well-being.
- The childminder teaches all groups of children to respect the needs of others and learn right from wrong. She teaches children about a range of different festivals, such as Pancake day. The childminder provides opportunities for

children to visit several groups in the local community where they learn about the similarities and differences among people.

- The childminder is attentive to children's physical and emotional needs. She uses everyday routines, such as nappy changing, to support children's social and language skills. The childminder uses good eye contact and talks to young children as she changes their nappies. Children enjoy a range of healthy food at snack time. They benefit from spending time outdoors each day and enjoy visits to the local park for exercise to develop their large-muscle skills.
- Children new to the setting settle in well. They appear happy and enjoy their time in the childminder's care. Children are emotionally secure because the childminder and co-childminder work hard to build good relationships with them and their families. Parents comment they are kept well informed about the children's daily activities and their ongoing progress to support their learning at home.
- The childminder has developed good relationships with local nurseries and primary schools to benefit children's future moves. She regularly exchanges relevant information with other professionals about children's development and receives some activity planning about current themes and topics to complement their learning.
- Although the childminder has attended mandatory training, she does not sufficiently identify her individual training needs. She does not target professional development opportunities precisely enough to help raise the quality of her teaching to an even higher level.
- Children have few opportunities to experience the awe and wonder of the world around them. For example, the childminder does not provide a wide range of interesting resources to help younger children build up their understanding of different materials through their senses.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows what to do and who to contact if she has a concern about a child's welfare. The childminder attends safeguarding training to keep her knowledge up to date and reads about additional safeguarding issues to protect children from harm. She regularly shares this information with her assistant who understands her responsibilities to report any concerns. The childminder follows robust recruitment procedures to ensure the suitability of staff. Regular checks on the environment help the childminder swiftly identify and eliminate potential risks to children.

What does the setting need to do to improve?

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

- seek regular ongoing professional development opportunities to further enhance the quality of teaching and outcomes for children
- maximise opportunities for younger children to engage in exploratory and investigative activities to build on their levels of concentration.

Setting details

Unique reference number	EY397371
Local authority	Kent
Inspection number	10063905
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 4
Total number of places	12
Number of children on roll	6
Date of previous inspection	17 June 2016

Information about this early years setting

The childminder registered in 2009. She lives in Gravesend, Kent. The childminder works alongside her husband, who is also a registered childminder. The childminding service is open five days a week, 7am to 7pm, all year round. The childminder receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Jane Winnan

Inspection activities

- The inspector observed the quality of teaching and the support for children's learning, indoors and outdoors.
- The inspector discussed with the childminder what she intends children to learn and remember based on what they know and can already do.
- The inspector evaluated an activity with the childminder, which was carried out by her co-childminder.
- The inspector observed mealtimes and personal hygiene routines, including nappy changing procedures.
- The inspector took account of parents' comments.

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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