

# Childminder report

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Inspection date: 12 November 2019

<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	Not applicable
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## What is it like to attend this early years setting?

### The provision is good

The childminder is nurturing and attentive to children's needs. She forms close and trusting relationships with them, which helps them to feel secure in her care. Children enjoy sharing what they have made with the childminder. They beam with delight as she talks with them about the models they have made.

The childminder is skilled at building on children's interests and understands how children learn. She uses this knowledge to plan activities that will capture children's interests successfully and further their learning. The childminder helps children to develop their resilience as she gently reminds them to 'keep trying' while they practise forming a ball of dough. This encouragement helps children to develop a positive attitude to learning and persevere in developing new skills.

The childminder supports children who are developing their sharing skills, by offering lots of reassurance and meaningful praise. As a result, children are kind and caring towards each other and behave well.

Children learn how to keep themselves safe. The childminder encourages children to tidy resources away and shares with them why it is important to do so before they start a dancing activity.

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

- The childminder supports children's communication skills well. She gives children time to respond to her questions and repeats their answer back to them to check their understanding. This enhances their language development well. The childminder ensures that children can make choices about the songs they sing and the stories they read. This is helping children to understand that other people may have views that are different to their own.
- Children learn how to use technology safely, as they access the internet under the supervision of the childminder. For example, together they find their favourite rhymes and songs to dance to. Children dance energetically, counting and exploring new ways to move their body to the music. They are developing their physical skills well.
- The childminder takes children on regular trips outside the home to explore the community they live in. For example, they visit soft-play centres and the library to increase their understanding of the world and gain confidence in different social settings.
- Children relish opportunities to use their senses to explore resources. They observe how dough changes when they mix two different colours together. The childminder links this to children's prior learning, as she encourages them to think about the colours they made when they rolled conkers in paint. Children

then remember the activity as they look at photographs of themselves and talk about the colours they made.

- The childminder understands the importance of keeping her professional development up to date. She makes good use of these opportunities to help enhance her quality of teaching. However, she does not regularly provide opportunities for children to extend their understanding of the sounds that letters make to help extend their literacy development.
- Parents value the care that the childminder provides. They state that 'my children both love their time with her' and 'the outdoor area is amazing; my children run straight to it'. The childminder shares daily information about children's well-being with parents. However, she does not currently share ways in which parents can support their children's learning at home to promote consistency in learning.
- The childminder values diversity and seeks to ensure that all children feel included. She provides children with the opportunity to learn about children who may be different to them. For example, they take part in a range of celebrations to enhance children's understanding of cultures and backgrounds that are different to theirs.
- Children are well prepared for their move to school. The childminder takes them on walks to local schools and shares stories with them to help them understand the different routine. She places high importance on ensuring that children are confident and independent learners, ready for their next stage in learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder attends training to keep her knowledge of child protection up to date. She is clear about how to identify when a child may be at risk of harm and how to record and report her concerns. The childminder has a good understanding of wider safeguarding aspects that may impact a child, such as children who may be at risk of extreme views or behaviours. The childminder evaluates the suitability of her home to ensure that children remain safe. In addition, she considers how she can keep children safe when she takes them on trips outside the home.

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

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

- share information with parents to enable them to support their children's learning at home if they wish to do so
- increase the opportunities children have to learn about the sounds that letters make, to extend their literacy development even further.

## Setting details

<b>Unique reference number</b>	EY552952
<b>Local authority</b>	Kent
<b>Inspection number</b>	10127583
<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>	2 to 8
<b>Total number of places</b>	4
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2017. She lives in Gravesend, Kent. The childminder provides care Monday to Friday all day and for most of the year, with the exception of bank holidays and planned family holidays.

## Information about this inspection

### Inspector

Teresa Newman

### Inspection activities

- The inspector observed care routines and teaching and the impact of these on children's learning and development.
- The interactions between the childminder and the children were observed by the inspector.
- The childminder and the inspector completed a joint observation to assess how well the childminder monitors the quality of her teaching.
- The inspector spoke with the childminder about the impact of her training, experience and practice on outcomes for children.
- The written views of the parents were reviewed by the inspector.

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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