

Childminder report

Inspection date:

14 November 2019

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children are calm and relaxed and show that they feel safe in the childminder's care. The childminder plans her curriculum using the knowledge she has of children's development and individual personalities. For example, she gently encourages children to explore sensory materials that they are initially reluctant to touch, with great success. This shows that they are building resilience and confidence in new areas.

The childminder organises her space well and children feel at ease to explore the good range of resources she has on offer. Children take care with toys and, when requested, they tidy up with ease. Partnerships with parents are effective. The childminder works well with parents to understand their wishes for their children. She is aware of how children prefer to sleep and what they like to do when they are at home.

Children have good opportunities to be physically active. For example, the childminder ensures that children have opportunities to play in the park and walk to different community-based activities. Children enjoy attending toddler groups. The childminder encourages age-appropriate independence for children during these times to enable them to make friendships with others. Children listen well to the childminder and are able to follow instructions. Overall, children play well together and offer each other support and care where needed.

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

- Children have high levels of enjoyment in their learning and engage easily in play. They independently access resources and follow their own interests. For example, children inquisitively explore egg-shaped puzzles and match the individual features together.
- The childminder gives good consideration to the curriculum to ensure that children receive well-rounded learning experiences. For instance, she plans a range of experiences to ensure that children can explore learning inside her home and in the local community.
- Overall, children make good progress in their development. However, at times the childminder does not use routine opportunities to fully challenge children in their learning and help extend their skills and overall development.
- The childminder is highly proactive and evaluates her practice effectively. She identifies where she could gain greater understanding of new developments and seeks opportunities to ensure better outcomes for children.
- Children develop positive attitudes and are content and happy in the childminder's home. The childminder evaluates the activities she plans and helps children to extend their interests. For example, the childminder helps children to

explore the chalk residue from their drawing further.

- Parents share positive feedback about the care and professionalism of the childminder. They appreciate the information she shares about their children's day and the activities that she provides.
- The childminder builds strong relationships with children in her care. Children who have settled are confident and show high levels of independence in their play. Newer children go to the childminder for comfort and reassurance when needed and show they are developing trust in the new relationship.
- At times, the childminder does not fully extend children's understanding of how to manage their feelings and frustrations and help them manage turn taking more effectively.
- Sometimes the childminder works with an assistant. She shares key information about the setting to keep his knowledge up to date. They work well together to ensure that children's dietary needs are met effectively.
- The childminder supports children's communication and language skills well. For example, she helps to extend their vocabulary while she talks to them as they play. Children happily chat to themselves about what they are doing and show confidence when talking to adults.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of how to safeguard children. She has rigorous risk assessments in place to ensure that children remain safe in her care. The childminder completes up to date training to further her knowledge and make her aware of latest developments and advice. She knows how to identify possible signs that show a child may be at risk of abuse and the appropriate action to take. The childminder has a strong awareness of the difficulties that families may face at these times and offers additional support where needed.

What does the setting need to do to improve?

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

- strengthen the support for children to further their understanding of turn taking and how to manage their feelings
- make better use of everyday learning opportunities to extend children's skills and help them make even better progress.

Setting details

Unique reference number	EY431663
Local authority	Kent
Inspection number	10130640
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 5
Total number of places	5
Number of children on roll	9
Date of previous inspection	2 March 2017

Information about this early years setting

The childminder registered in 2011 and lives in Ashford, Kent. She offers all-day flexible care on weekdays and weekends if needed. The childminder is registered to provide free early education for children aged two, three and four years. The childminder has a level 3 qualification and is registered to work with an assistant.

Information about this inspection

Inspector

Sarah Taylor-Smith

Inspection activities

- The inspector read written feedback from parents and took their views into consideration.
- The childminder and the inspector completed a learning walk to learn about the childminder's setting.
- The inspector observed the quality of teaching and assessed the impact on children's learning.
- The inspector jointly observed children's play with the childminder and discussed children's learning.
- The inspector spoke to children and the childminder at appropriate times during the inspection.

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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