

Childminder report

Inspection date: 25 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children benefit from a welcoming environment where they feel happy and secure. The childminder has carefully reviewed how she organises her home to make sure that children are safe and well supervised at all times. Younger children settle happily and move confidently around the areas used for childminding.

The childminder plans the day based on her good knowledge of children's interests, stage of development and learning styles. For instance, she recognises when children find familiar routines comforting and uses pictures to help them understand the pattern of their day. Children become more independent and develop useful skills that help prepare them for school. They confidently choose from a wide selection of resources and learn to put on and take off their shoes and coats on their own.

Children behave well. The childminder is a positive role model. She has high expectations of children and offers them consistent guidance and praise. Older children relax together before the school run in the morning and include younger children in their conversations. All children are familiar with the daily routine and understand the childminder's rules. They remember to stop and wait before crossing the road and to stay where the childminder can see them in the playground until the school bell rings.

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

- Since the last inspection, the childminder has successfully reviewed her practice and made effective changes to help significantly raise the quality of the provision. She follows a clear routine for outings, including the school run, to ensure children are kept safe. She has reduced the number of children she cares for at any one time, to help make sure she can attend to all children's needs well. These changes have had a positive impact on all of the children in her care.
- The childminder has good relationships with children. She is warm, kind and attentive, and supports their emotional and physical needs well. Children begin to learn to keep themselves healthy and safe. They remember to wash their hands before they eat and to think about road safety as they walk to school.
- Children take part in a varied range of activities and experiences that help them make good progress in their learning. The childminder thinks carefully about what children need to learn next and how to build on what they already know. For instance, she introduced new resources such as large chalkboards inside and outside in the garden, to further support children's physical skills and literacy development. She plans new activities that help broaden children's existing experiences, such as outings to a wildlife centre or the local fire station.
- The childminder supports children's learning well. She responds to children's

questions and introduces new words during conversations, which helps encourage their language and communication skills. Children concentrate well on activities. The childminder encourages them to persevere with tasks that they find difficult, such as finding the correct piece for a puzzle.

- Children practise their mathematical skills confidently. For example, they count out the carriages as they build a train. The childminder builds on children's interest in numbers successfully. For instance, they helped make a large clock to put on the wall and look at this regularly during the day.
- There are positive partnerships with parents. The childminder talks to parents each day and uses text messages and emails to keep them well informed about day-to-day matters. She regularly speaks to them about children's progress and development. However, she does not share as much information as she could to help parents continue their child's learning at home.
- The childminder makes use of some opportunities for professional development. For instance, she completed an online behaviour management course, which helped her reflect on and develop her practice. However, she does not make the most of other opportunities to further develop her skills and knowledge, to help raise teaching and learning to an even higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her responsibility towards the children in her care. She understands how to recognise possible signs that a child may be at risk of harm. She ensures she keeps her knowledge of local child protection procedures up to date, so she can report any concerns as quickly as possible. The childminder has significantly improved how she identifies potential risks in the home, garden and on outings so that she can address these promptly. She makes sure that she supervises children closely at all times and that they have access to safe, good-quality toys and equipment.

What does the setting need to do to improve?

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

- develop the arrangements further for supporting parents to extend their child's learning at home
- build on the programme for professional development, to make more use of opportunities to gain new knowledge and skills and help further improve the quality of teaching.

Setting details

Unique reference number	EY297738
Local authority	Kent
Inspection number	10107364
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	1 May 2019

Information about this early years setting

The childminder registered in 2004. She lives in Ashford, Kent. She cares for children from 7am to 5.30pm each weekday during term time only. The childminder holds a relevant childcare qualification at level 3. She occasionally works with an assistant.

Information about this inspection

Inspector

Rebecca James

Inspection activities

- The childminder showed the inspector around the areas of her home used for childcare. She explained how she organises her provision and plans the curriculum to support children's learning.
- The inspector accompanied the childminder and children on the school run.
- Discussions were held with the childminder about her practice and how she meets children's needs.
- The inspector observed the interactions between the childminder and children during activities and assessed the quality of teaching.
- The inspector sampled records including attendance registers and accident books.

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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