

Childminder report

Inspection date: 21 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 form warm, secure and trusting relationships with the childminder and the minded children. Children are happy, confident and enjoy their time with the childminder. She creates a welcoming and homely environment and provides a curriculum which focuses on children's individual learning needs. The childminder gets to know the children well, right from the beginning. As a result, she knows the best way to build on their learning experiences. The childminder enthusiastically joins in with children's play by offering comments, introducing new words and asking questions to help children to further develop their speech.

Children behave very well and use good manners. They demonstrate this when they spontaneously say 'please' and 'thank you' to each other during their play and the routines of the day. The childminder is a very good role model to children. She sensitively helps them to learn how to share toys and resources.

Children listen intently to stories. The childminder reads with enthusiasm, altering her tone and pitch to bring the story alive. Children are supported to talk about what they see on the pages of the book. For instance, they quickly identify different kinds of transport and reminisce about a recent activity where they made a space rocket with the childminder. Children develop a positive attitude towards learning.

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

- The childminder uses her knowledge of children's interests well to plan relevant activities. For example, she uses playdough and other materials to encourage young children's speech development. She provides children with a narrative to their exploration, which helps them to learn new vocabulary that is relevant to their experiences. However, on some occasions the childminder does not enable children to develop their own creative ideas fully in adult-led activities.
- The childminder has high expectations for children and consistently assesses their development to ensure they make good progress. She completes regular observations of children and uses this information to identify any gaps in learning and development. This enables her to plan effectively for what they need to learn next.
- Parents are very complimentary about the childminder's service. They feel that their children are safe and make good progress with her. The childminder adapts her communication methods to suit each family and their requirements. She keeps parents well informed about the progress their children make. The childminder discusses issues with them and offers them advice and support when required. This helps to provide children with continuity in their care.
- Children develop their independence. The childminder provides them with

various opportunities to complete age-appropriate tasks for themselves. For instance, she encourages children to use knives safely to cut up their food at snack time. Children make independent choices in their play based on their individual interests. Older children take care of their own routine hygiene needs. These opportunities ensure children develop a good range of important skills in preparation for starting school.

- Partnerships with other settings are effective. The childminder values the importance of sharing information. Children who attend additional settings benefit from having a joined-up approach towards their learning. This helps to ensure that all practitioners involved in children's care and learning follow a consistent approach towards monitoring their progress.
- The childminder is ambitious and evaluates her practice effectively. She uses information gained from parents' feedback and training to improve the quality of the learning and care experiences that she provides for children. This helps to improve the outcomes for children.
- The childminder offers good opportunities for children to develop their early mathematical skills. Children are encouraged to count within activities and learn about concepts such as size and volume. However, the childminder does not always give children the opportunity to respond to challenges or enhance their thinking skills effectively.
- Children develop a good understanding of diversity beyond their immediate family. For example, children see positive images of cultural difference with the environment. Diversity is also reflected well in the books and role play resources children play with. Children enjoy learning about different festivals and celebrations from around the world.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that her safeguarding knowledge is current. For example, she completes regular training and consistently accesses updated information online. She is aware of the signs of abuse and neglect, and her duty to prevent children being drawn into situations that put them at risk. She knows the local referral procedures to follow if she is concerned about a child. The childminder identifies potential risks in the environment and addresses these promptly. She helps the children to gain a good awareness of how to play in safety.

What does the setting need to do to improve?

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

- consider how to promote children's creativity further, in particular during art and craft activities
- consistently use opportunities to maximise children's thinking skills.

Setting details

Unique reference number	EY414841
Local authority	Kent
Inspection number	10063810
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 8
Total number of places	6
Number of children on roll	5
Date of previous inspection	22 October 2015

Information about this early years setting

The childminder registered in 2010 and lives in Aylesford, Kent. She has an appropriate childcare qualification and minds children throughout the year.

Information about this inspection

Inspector

Kimberley Luckham

Inspection activities

- The inspector observed children during their play and learning experiences.
- The inspector observed children and the childminder interacting and discussed children's learning and development.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector looked at children's records and evidence of the suitability of the childminder.
- The inspector reviewed written feedback from parents of the children attending.

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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