

Childminder report

Inspection date: 22 November 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children feel safe and secure in the childminder's home. The childminder uses consistent strategies to teach children good independence skills and how to behave well. Parents are very happy with the service they receive and comment that the childminder provides a caring and enjoyable learning environment. Children develop and practise skills that support their progression to the next stages in their learning. For example, children are skilled at cutting their own fruit for snack. Children show developing skills as they practice counting as they play. The childminder is aware of the importance of outdoor learning. Children's good health is promoted and they enjoy varied daily outdoor experiences, both in the setting and in local parks. Children learn about the natural world. However the childminder does not consistently teach them about the wider community they live in.

The childminder skilfully engages children in meaningful conversation to extend their communication skills during activities. Children enjoy the freedom to spend time choosing and leading their own play. However, at times, the childminder does not extend children's chosen play, using her good teaching skills to develop children's learning. The childminder has a good knowledge of the seven areas of learning. She ensures that she provides children with the skills they need to succeed and be ready for starting school.

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

- The childminder makes good use of regular feedback from parents. She pays good attention to her ongoing professional development. For example, she attends regular training and has recently developed her knowledge further about how children learn about language through play, to improve outcomes for children. She has introduced new learning experiences to focus on language development.
- The childminder works effectively with parents and other professionals to provide consistency of care and learning. Information is shared regularly. This means that all children, including those with some additional needs, receive the help they need to enable them to make good progress from their starting points.
- The childminder establishes good relationships with children. She gets to know their individual personalities and interests well. She implements consistent routines to meet children's individual needs. For example, the childminder has created a calm routine to settle children before lunchtime.
- Children have some opportunities to learn about their local community. However, the childminder misses some opportunities to teach the children about people's differences and similarities.
- Children are happy with the childminder, who supports their health and well-being effectively. The childminder teaches children to develop an understanding

of different ways to keep themselves safe. For example, she talks to children about keeping their hands free of germs when they have a cold.

- Children receive lots of praise, which encourages them to have a positive attitude to learning. This can be seen as children eagerly move from one activity to another. They are busy and happy in their chosen activities and show good levels of concentration during planned activities.
- The childminder has high expectations for all children and helps build on their knowledge and skills. For example, she teaches children to improve their understanding of simple numbers through play, identifying numbers in their games and songs.
- Children enjoy opportunities to be creative and explore, such as examining each other's facial expressions in a mirror and trying out new voices and sounds. The childminder demonstrates how to use her voice to create unusual sounds and children try for themselves. They enjoy pulling faces and identifying how they might be feeling.
- The childminder knows the children well and joins in their play. She uses humour to encourage an interest in language and children respond very positively to her happy and infectious character.
- Children show they are motivated to learn. For instance, children are keen to explore their skills during outdoor play, enjoying the physical and sensory experience of the mud kitchen. They enjoy making drinks and cakes for the childminder, who teaches them about imaginary play.
- Children have a strong sense of self. They know how to prepare for different parts of the day and are quick to organise themselves.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and the procedures to follow to keep children safe and protected. The childminder is confident in recognising any behaviours which may indicate a concern. She has attended training to ensure she is aware of new legislation and wider issues, such as radicalisation and exploitation. This helps her implement positive changes to practice. She maintains her documentation and keeps accurate attendance records. The childminder risk assesses her home to minimise potential risks to children and talks to them about keeping safe and free from harm to ensure they are well cared for.

What does the setting need to do to improve?

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

- increase the time spent on focused teaching, alongside the time children spend on their chosen play, to improve outcomes for children's learning even further
- develop more opportunities for children to learn about other people.

Setting details

Unique reference number	EY547242
Local authority	Medway
Inspection number	10111223
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	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017. She lives in Rochester, located in the local authority of Medway Towns. She operates on Monday to Friday from 7.30am to 5.30pm, all year round, except for bank holidays and family holidays. The childminder provides funded early education for four-year-old children.

Information about this inspection

Inspector

Anna Fisk

Inspection activities

- The inspector looked at a range of documents, including children's records and the childminder's policies and procedures.
- The inspector observed the interactions between the childminder and the children, and discussed the effectiveness of an activity with her.
- The inspector viewed the areas of the premises used for childminding, and observed the children and what they were doing.
- The inspector took into account the written views of parents.

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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