

Childminder report

Inspection date:

26 November 2019

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children explore the homely environment and show that they are completely at ease in the childminder's care. They confidently select what they want to play with from the well-organised resources, which cover all areas of learning. The childminder clearly knows the children's current levels of development, personalities and interests. However, she does not share information about children's next steps in learning with parents, to further support children's development.

Children are beginning to use their knowledge of words to build short sentences to communicate with the childminder and each other. However, the childminder does not always use the correct pronunciation of words to build on children's vocabulary.

Children play harmoniously together, show close bonds with the childminder and behave well. They approach her for a reassuring cuddle which she gives willingly. The childminder understands children's individual needs. She adapts daily routines to enable children to take the lead and follow their own experiences.

Overall, the childminder has improved her practice. She makes a record of children's attendance, but this does not detail their times of arrival and departure. This is a breach of requirement, but it does not have a significant impact on children's care and well-being.

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

- The childminder maintains most required documentation well. However, her record of children's attendance lacks consistent detail to show children's times of arrival and departure. This means that it is not always clear when children are in her care or when they have been dropped off at school. This does not have a significant impact on children's safety, well-being or development.
- The childminder has sought support from her local authority adviser to help her to improve the quality of her provision and to access training. For example, she has introduced more natural resources and allows the children to use these in ways which enhance their play and learning. Young children enjoy threading wooden rings onto spoon handles and the childminder encourages counting as they add more. Older children use them to section off areas of the rug to share the space fairly.
- Partnerships with parents and other early years settings that children attend are good. The childminder communicates with them daily to discuss activities she plans for the curriculum. Parents comment that the childminder 'really focuses on learning through play' and that their child's 'development has really progressed'. However, she does not actively share details about the areas of

children's development that they need to learn next. This does not enable parents to further support children's next steps in learning at home.

- Children show concern for others, communicate their thoughts and desires and share the resources with ease. For example, a child indicated to the childminder that he wanted the balloon from the toybox and then gestured that this was for another child to enable them to join in.
- The childminder understands that children learn in different ways. She provides resources to enable children to follow their preferred style, such as with toys which they can sort. For example, children use the play animals and line them up alongside each other. The childminder talks to the children about the animals, but sometimes uses words such as 'horsey' and 'eggy'. This means that children do not hear correct pronunciation to help expand their knowledge of words and their meaning.
- Children listen to and follow instructions successfully, such as finding the golf balls and how to use the plastic golf club with care. This also helps children to understand about their safety and that of others, while strengthening their physical skills. The childminder actively supports young children's independence. She helps them to learn to feed themselves and to understand how to manage their own personal care needs.
- The childminder promotes children's awareness of diversity and the wider world. She encourages children to make their own decisions and enhances their skills for the future. For example, children begin to understand about using money to pay for food items in local shops and about their personal safety when crossing roads and approaching animals.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has recently attended further training, which has increased her understanding of the wider aspects of safeguarding. She is confident in her knowledge of managing allegations and how to recognise indicators that children and their families may be exposed to extreme views and behaviours. The childminder follows appropriate procedures for the safe use of mobile phones and cameras within her setting. She confidently assesses risks both in the home and for outings and takes effective action to ensure children's safety.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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maintain a record of the names of children being cared for on the premises and their hours of attendance.	29/11/2019
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To further improve the quality of the early years provision, the provider should:

- provide further information to parents about children's next steps in learning to help them to support their child's learning at home
- use the correct pronunciation of words to help encourage children's speaking skills.

Setting details

Unique reference number	EY456660
Local authority	Kent
Inspection number	10118071
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	9 July 2019

Information about this early years setting

The childminder registered in 2013 and lives in Herne Bay, Kent. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

Information about this inspection

Inspector

Helen Penticost

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The childminder showed the inspector around the areas of the home that are used by the children.
- The childminder provided a sample of her documentation and discussed with the inspector how she uses this in practice.

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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