

# Childminder report

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Inspection date:

6 December 2019

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**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 are confident and independent. They have very close attachments with the childminder and feel safe in her care. They are very much at home in the childminder's house. Children help themselves to a plentiful range of resources at the childminder's home. They visit many local facilities, such as forest schools. The childminder uses these facilities to help extend children's life skills and to give them experiences that are not part of their normal daily routines. Children understand about meeting their physical needs, fetching drinks for themselves and others. The childminder plans exciting and stimulating activities. She knows children well and provides challenges for them relating to their different stages of development. Children feel confident to use their own style of learning in play, either exploring and experimenting or modelling their learning from others.

The childminder has a very positive attitude towards training and making continuous improvements. She makes changes that benefit individual children's care and development.

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

- Mathematical language is threaded throughout children's play. Children count, recognise numbers and talk about amounts, capacity, size and shape. For example, children share cakes equally in the role-play area, talk about filling up the cups and comment that 'it's nearly all gone'. They discuss the size of a pizza and compare it to the size of the cake.
- The childminder encourages children to learn how to keep themselves safe. She explains and shows children how to use knives safely at snack time. Children put activities away to make space for their play, so they do not fall over. They explore and experiment in challenging outdoor areas such as forest school. They learn to negotiate these spaces, learning to climb logs and explore the natural materials safely.
- The childminder has good professional relationships with parents and other settings that children attend. She promotes a positive and consistent approach to children's learning and welfare. She provides parents with regular updates about their children's achievements and shares ideas about how to extend their learning at home. She shares information about children's next steps with other settings that they attend to support their continuous development.
- Children show an increasing awareness of self-help skills. Younger children are encouraged to fetch tissues to wipe their noses and to express their discomfort when their nappies need changing. Older children take themselves to the toilet, wash their hands before snacks, pour their own drinks and cut their own snacks. The childminder recognises the importance of these skills in readiness for school.
- Children play well alongside each other. They have close bonds with their peers

and show care and compassion towards them. However, on some occasions, older children dictate the play and change the activity before younger children have had time to fully engage in this play. Older children sometimes find it hard to develop their social skills.

- Children use many different forms of communication with the childminder and in their play. Older children use complex language, constantly questioning, eager to know more. For example, children ask about different emotions such as being embarrassed. The childminder constantly chats with younger children. However, the questions she asks often result in simple, one-word responses from children and do not encourage their language.
- The childminder has a positive attitude towards her professional development and has completed ongoing training to cover all aspects of care and development of children in her care. She gains support from local authority advisers and other childminders to evaluate the effectiveness of her service.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a confident knowledge of how to protect children from harm. She has attended up-to-date training and understands the signs that may indicate a child is at risk. She knows who to report concerns to. She has relevant checks in place to care for children and keeps paediatric first-aid training up to date. The childminder provides safe and secure places for children's play. She carries out effective risk assessments for all environments. She encourages children to think about their own safety to assess hazards themselves. For example, she encourages young children to step up kerbs.

## **What does the setting need to do to improve?**

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

- increase opportunities for children to develop their concentration and focus to help support their social skills in readiness for school
- offer more support to develop children's critical thinking and problem-solving and to help further develop their understanding and language.

## Setting details

<b>Unique reference number</b>	EY550234
<b>Local authority</b>	Kent
<b>Inspection number</b>	10130900
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 to 4
<b>Total number of places</b>	5
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2017. She lives in Hythe, Kent. She operates Monday to Friday, 8am until 6pm, all year round, except for family holidays. The childminder holds a level 2 qualification.

## Information about this inspection

### Inspector

Claire Parnell

### Inspection activities

- The inspector observed children's play indoors and discussed children's play outdoors with the childminder.
- The inspector spoke to the childminder and the children where appropriate.
- The inspector took into consideration written feedback from parents.
- The childminder and the inspector discussed an activity to evaluate the childminder's effective practice.
- The inspector saw all the areas of the setting that are used for childminding.

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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