

# Childminder report

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Inspection date: 16 December 2019

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

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are very happy, settled and confident in the childminder's setting. They have close relationships with her, and receive reassurance from her when they are introduced to new people. Younger children show their love towards others with frequent cuddles. Children share their experiences from home, such as talking to their friends about learning to swim and seeing the horses. Children listen carefully to instructions. They understand what they need to do and complete tasks confidently. They show a great amount of pride in completing tasks to their own satisfaction, such as puzzles and creative activities. They participate in a good range of adult-led and child-initiated play. Children are happy in their own company, as well as when playing alongside and with their friends.

Children's communication and language skills are promoted particularly well. The childminder listens carefully to children and extends their thinking by using effective questions and introducing new vocabulary. For instance, children use expressive language to describe the drawings of their mummy and their home. The childminder knows children well and uses this knowledge to challenge their thinking to help move them on to the next stage of their learning.

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

- Children's physical development and well-being are promoted effectively. Children confidently explore and experiment with the space inside and outside. They listen for things around them. For example, they hear a helicopter and look for it together. They experiment with movement on see-saws, splash in puddles and explore natural materials with their hands and tools. The childminder extends children's dexterity, for example, with the use of scissors to cut dough, and with glue sticks and paintbrushes. This helps to contribute to children's good physical coordination skills.
- The childminder is very good at differentiating her support for children's individual stages in their development. For example, while children solve puzzles, she changes questions to support individual children's understanding and to help extend their thinking, and challenges them with more complex pieces. She talks children through the process with open-ended questions to help support their verbal responses. Children ask questions, showing curiosity and intrigue in their play, wanting to know more.
- Children's social experiences are extended well. They attend a wide variety of local community groups to help extend their experiences of playing in small and large peer groups. For example, they attend story times at the library with children who they may go to school with in the future. The childminder understands the importance of helping children to develop friendships and she supports their cooperation and negotiation with others, in readiness for school.

- The childminder has a positive attitude towards continuously developing her knowledge and practices. She attends a variety of training and initiates new ideas into her practice immediately. She evaluates her service through regular feedback from parents as well as asking children for their opinions as to what they like and do not like.
- The childminder carefully threads mathematical language and problem solving through all activities. The childminder constantly talks about quantities, colours, numbers, sorting and comparing through planned activities and routine parts of the day. This helps children to relate mathematical concepts through everyday experiences.
- The childminder has strong partnerships with parents to help provide a shared approach to children's care and learning. They work together to enhance children's experiences and their ongoing development. Parents make very positive comments about their appreciation for a flexible service to meet their working needs. They are very pleased with the progress their children are making and the experiences they receive in the childminder's care.
- Children attend other settings. The childminder does share information with these settings once children are attending. However, information is not shared in a timely fashion to help fully support children's care and development.
- On some occasions, the childminder does not provide support effectively to enhance children's self-help skills.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibility to keep children safe from harm. She has kept her knowledge up to date through training and researching the latest information. She knows the signs that may indicate a child is being abused. The childminder carefully adapts her setting to provide a safe and stimulating environment indoors and outdoors. She checks and changes the play areas to support children's safe play and to help them to understand about keeping themselves safe.

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

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

- share information more effectively with other early years settings that children attend to help promote consistent practices and learning experiences
- extend the opportunities for children to develop their self-help skills.

## Setting details

<b>Unique reference number</b>	EY547639
<b>Local authority</b>	Kent
<b>Inspection number</b>	10104930
<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 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2017 and lives in Shorne, near Gravesend, Kent. She operates all year round from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

## Information about this inspection

### Inspector

Claire Parnell

### Inspection activities

- The inspector had a tour of the areas of the childminder's house used for childminding.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector observed the childminder and children engaging in activities both indoors and outdoors.
- The inspector took account of written testimonials from parents.
- The inspector took account of the childminder's evaluation of her service.

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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