

Childminder report

Inspection date: 18 December 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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children are very settled and feel at home with the childminder. They confidently explore and experiment with the resources, happily playing on their own, alongside adults and with their friends. Children have close relationships with the childminder. The childminder celebrates even the smallest of steps in children's development. This contributes to children showing a great sense of pride in their achievements. Children laugh together when they play, showing close friendships with each other. Older children help younger children to discover new ideas. For example, they show them how to thread cotton reels and connect magnets together to make caterpillars.

The childminder knows the children very well and provides challenges throughout their play to extend their learning. Children show a great interest in adult-led and child-initiated play, helping themselves to activities in the childminder's lounge and playroom. For example, children find further puzzles to challenge their ability. The childminder uses information from parents, observations of children's play and discussions with children to provide further experiences linked to their preferences and interests. She plans outings and play with other children. This helps to extend children's social skills in readiness for school.

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

- Children's concentration and focus are supported well. Children receive positive interaction and engagement from the childminder through conversation, the tone of her voice and the introduction of new resources. For example, the children listen intently to the story 'The Very Hungry Caterpillar'. They recall the fruits the caterpillar eats in the story, posting the fruits through its mouth. This is further extended by making caterpillars using a variety of construction materials.
- Children's communication and language are promoted well. The childminder has a clear understanding of how to introduce new vocabulary to children, changing the complexity of words according to their abilities. She works with other professionals, such as speech and language specialists, and parents to help close gaps in some children's listening and speaking skills.
- Children constantly show a growing independence throughout their time with the childminder. They choose what to play with and where to play. Children help choose and prepare snacks for themselves, learning to use hand-to-eye coordination skills to peel satsumas and cut up bananas. Older children help themselves to their drinks and are encouraged to give younger children their drinks. The childminder encourages interaction and social play between children of different ages to help them to cooperate and negotiate in their play. Children take themselves to the toilet and wash their hands afterwards.

- The childminder has positive partnerships with parents and other professionals. Parents make very positive comments regarding the childminder's flexible approach to caring for children, supporting the needs of working families. The childminder provides a consistent approach to children's care and learning. She follows guidance from professionals and advises parents on strategies to use at home to support children's development.
- The childminder effectively supports children's transitions to their next place for learning. She offers to accompany children on visits to their new school. She shares information with their teachers and supports children's understanding of their new environment. This helps to promote children's self-help skills to help develop independence and confidence in new settings.
- Children explore and experience new situations to help increase their understanding of their community. The childminder introduces children to different generations, attending a dementia café to engage with older people in their community. She introduces children to different forms of transport, such as buses, to get to different destinations. This helps children to learn about the world around them.
- In the main, the childminder supports older children through very effective questions. However, this is not as effective with younger children. At times, they have limited questioning and extension to help support their problem-solving and encourage them to talk more openly during their play.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very clear understanding of her responsibility to keep children safe from harm. She attends regular training and researches changes in regulation to help promote children's safety. The childminder takes into account children's different levels of understanding towards safety and adapts their play environment accordingly. Clear safety routines are in place when transporting children in her car. Children learn to keep themselves safe. For example, they know how to correctly use knives to cut their fruit at snack time. They are encouraged to tidy up after themselves to provide safe spaces for their play.

What does the setting need to do to improve?

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

- extend younger children's thinking to help them solve problems and help them gain more confidence to talk about their play.

Setting details

Unique reference number	EY548218
Local authority	Kent
Inspection number	10123429
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 11
Total number of places	6
Number of children on roll	19
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017. She lives in Kennington, Ashford, Kent. She operates Monday to Friday, from 7.30am until 6.30pm, all year round apart from family and bank holidays. She holds a level 3 childcare qualification.

Information about this inspection

Inspector

Claire Parnell

Inspection activities

- The inspector spent time observing children's play and the childminder's interactions with them.
- The inspector saw all the areas of the house that the childminder uses for minding purposes.
- The inspector spoke to the childminder and the children, where appropriate.
- The inspector sampled the childminder's documentation, such as policies, children's records and suitability checks.
- The inspector took into consideration testimonials from numerous 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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