

Childminder report

Inspection date: 9 January 2020

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	Met
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What is it like to attend this early years setting?

The provision is good

The childminder provides a safe, welcoming and homely environment. Children are happy and secure in her care. They are confident to explore and follow their own play ideas. The childminder plays alongside children and interacts positively with them. For example, children giggle with delight as the childminder tickles them as part of their story rhymes.

Children behave well. The childminder is calm and consistent in her approach to managing children's behaviour. She encourages older children to share and to consider the needs of the younger children during play. The childminder takes time to talk with children about how they are feeling. She supports children to play cooperatively together and to take turns.

Children flourish and thrive in the care of this enthusiastic childminder. They establish close bonds with her and this helps them to settle quickly. The childminder builds on children's prior knowledge and provides them with new and exciting learning experiences. For example, children visit the library and choose their own books to borrow. They regularly visit the woods, beach and parks, and take part in singing and messy play groups. These experiences help to broaden children's understanding of the wider community and the area in which they live.

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

- Children's passion for learning is ignited by the childminder's enthusiasm and love of books. Children choose books, turn the pages and show an interest in the pictures and characters. The childminder encourages this type of activity with additional resources, such as figures in 'story sacks' to bring stories to life. This aids children's understanding and eventual love of reading.
- When caring for children of different ages, the childminder skilfully provides each child with the right level of challenge to extend their individual learning. For instance, she introduces new words such as 'astronaut' and 'space buggy' following older children's interest in the space rocket during their imaginative play. For younger children, she provides a narrative throughout their play and sets simple challenges, such as finding certain objects to enhance their understanding well.
- The childminder promotes children's physical development and well-being. Children develop positive hygiene practices. Older children use the toilet independently and they know to wash their hands afterwards to remove any germs. Children acquire a good range of key skills in preparation for the next stage in their development and the move to school.
- The childminder regularly reflects on her practice and the experiences she provides for children. She keeps her knowledge up to date through attending

regular training and network meetings with other childminders. She uses knowledge gained from training to influence her practice.

- Partnerships with other settings are effective. The childminder values the importance of sharing information. Children who attend additional settings benefit from having a joined-up approach towards their learning. This helps to support a consistent approach to their learning and development.
- Parents are very positive about the care the childminder provides. They say how well the childminder supports their children with their communication and language skills, and that children enjoy a wonderful range of toys and craft activities. Parents say that the childminder always makes time to share information with them about their children's learning. Although the childminder works very well with parents overall, there is less emphasis on their involvement in the evaluation of the childminder's practice.
- The childminder has a good knowledge of where children are in their learning, the progress they have made and what they need to help them move forward. She regularly assesses and monitors children's progress. This enables her to recognise promptly if there are any gaps in their learning and implement strategies to ensure that these gaps are swiftly closed. She interacts well with the children, clearly emphasising key words to help enhance their understanding and speaking skills. However, sometimes she misses occasions to help them count, such as through everyday routines and planned activities, to extend their mathematical skills even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge updated regularly through attending training courses. She can confidently identify the signs and symptoms that may indicate that a child is at risk of harm. She keeps well informed about her local safeguarding procedures and knows who to contact if she has any concerns. She ensures children are continuously supervised while in her care and completes risk assessments of the learning environments to identify and eliminate any potential risks.

What does the setting need to do to improve?

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

- provide even more opportunities for children to develop their counting skills further
- strengthen ways to engage parents in evaluating the childminding provision in order to make relevant enhancements and improve outcomes for children.

Setting details

Unique reference number	EY350345
Local authority	Kent
Inspection number	10132653
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 3
Total number of places	4
Number of children on roll	5
Date of previous inspection	21 April 2016

Information about this early years setting

The childminder registered in 2007. She lives in Ashford, Kent. She is available to care for children Monday to Friday, throughout the year. The childminder accepts funding for the provision of free early education for children aged three and four years.

Information about this inspection

Inspector

Kimberley Luckham

Inspection activities

- The inspector had a tour of the premises with the childminder and discussed how the early years provision and curriculum are organised.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder about children's achievements and looked at relevant documents, including evidence of the suitability of persons living in the household.
- The inspector took account of the views of parents from their written statements provided for the inspection.

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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