

Childminder report

Inspection date: 8 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

Children form warm, secure and trusting relationships with the childminder and the other children. Children are happy, confident and enjoy their time with the childminder. They are independent and enjoy choosing their own play. The childminder ensures that all learning environments, indoors and outdoors, are safe and secure.

Children gain a good understanding of healthy lifestyles. For example, they follow good health and hygiene routines, grow and sample their own fruit and vegetables and participate in plenty of exercise out in the fresh air.

Children have good opportunities to explore and investigate during a variety of activities. The childminder takes children to a wide range of places of interest to build on their experiences. Children enjoy visits to the childminder's smallholding where they can nurture chickens and collect their eggs. They visit local parks and toddler groups, and go on woodland walks where they discuss the weather, changing environments and how to keep safe when climbing trees and rocks. Children have opportunities to socialise with a larger group of children and develop their physical skills.

The childminder supports children's early communication skills particularly well. She consistently introduces new vocabulary and models the correct pronunciation of words to support children's understanding and speaking.

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

- Children generally play well together. They are polite and remember to say 'please' and 'thank you' without any prompting from the childminder. She offers regular praise and highlights children's achievements. This helps children to feel self-assured and confident.
- 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 closely 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.
- The childminder is committed to her role and her ongoing professional development. She completes regular training and makes good use of networking opportunities with other professionals. This enables her to share ideas for good practice and keeps her knowledge and skills up to date.
- The childminder offers good opportunities for children to develop their early mathematical skills. Children are encouraged to count within activities and learn about concepts such as size and number. However, the childminder does not

always give children the opportunity to respond to challenges or enhance their thinking skills effectively.

- Partnerships with parents are good. The childminder gathers detailed information about children's routines, likes and dislikes before children start. Parents are very complimentary about the setting and the childminder. However, the childminder does not consistently consider ways to involve parents in extending their children's learning at home.
- The childminder provides a range of opportunities for promoting children's early literacy development well. Children of all ages enjoy looking at familiar pictures in storybooks, exploring a range of resources for making marks and joining in with songs that promote their handwashing routine. Children confidently develop the skills they need for their future learning. They listen attentively and respond to familiar stories, rhymes and songs.
- The childminder evaluates her practice effectively. She uses information gained from parents' feedback and her own research to improve the quality of the learning and care experiences that she provides for children. For example, the childminder has adapted and enhanced the environment to provide more effective opportunities for younger children to develop their exploration and learning. This helps to improve the outcomes for children.
- Children develop a good understanding of diversity beyond their immediate family. For example, the environment has positive cultural images, books and role-play resources for the children to explore. Children enjoy learning about different festivals and celebrations from around the world.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role in safeguarding children. She demonstrates a strong knowledge of the signs and symptoms that children may be at risk of harm. The childminder completes regular training to refresh her safeguarding knowledge, which includes wider safeguarding issues such as radicalisation. She has a detailed safeguarding policy with relevant contact numbers that she can access when necessary. The childminder ensures she provides a safe environment for children to play.

What does the setting need to do to improve?

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

- when asking questions, allow children time to respond in order to develop their thinking skills further
- consider ways to further provide parents with ideas and guidance about how they can continue to support their children's learning at home.

Setting details

Unique reference number	EY414207
Local authority	Kent
Inspection number	10132683
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 5
Total number of places	6
Number of children on roll	7
Date of previous inspection	10 August 2015

Information about this early years setting

The childminder registered in 2010 and lives in Ashford, Kent. She runs her service from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a relevant level 4 qualification. Funding is accepted for the provision of free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Kimberley Luckham

Inspection activities

- The childminder showed the inspector around the areas of her home that are used by the children and discussed how she organises her setting and plans the experiences and opportunities on offer.
- The inspector took account of parents' written views on the childminding service.
- The inspector observed the quality of teaching during activities indoors and during a short walk, and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder and looked at relevant documentation.

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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