

Childminder report

Inspection date: 15 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 warm, welcoming and homely environment for children to play. Children have very good relationships with the childminder and she knows them well. She plans experiences that support their interests and she gives them opportunities to self-select materials throughout the day. There is a wide range of interesting resources and the childminder provides lots of stimulating activities for children to take part in. Children are confident and play independently together. They thoroughly enjoyed playing with coloured rice. They made shapes, letters and numbers in the rice with their fingers and whole bodies. There is a good selection of books that the children enjoy. They have their favourite stories and enjoy listening to the childminder reading to them. This helps to develop their early literacy skills. Following feedback from the children, the childminder has adapted the reading area so they are able to make it an enclosed, cosy space. Children demonstrate friendly behaviour towards each other and the childminder and they are encouraged to take turns. The childminder has developed good relationships with parents. They refer to her as someone the children 'love and adore' and who they would 'highly recommend'.

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

- The childminder has good interactions with the children. She talks to them throughout the day in a calm and quiet tone. Any disagreements between the children are therefore quickly resolved. However, at times, the childminder does not fully extend children's language skills, challenge their thinking and help them to develop their vocabulary.
- The childminder has a good understanding of the areas of development and offers a varied curriculum. She makes regular assessments of children's development and these are shared with parents through an online learning journal at the end of each term. She then uses these to plan next steps to extend the child's knowledge. This ensures that children make good progress for the next stage in their development.
- The childminder offers constant praise and has identified that some children really thrive on this and it encourages them to try new things. She reads stories with excitement in her voice and uses different intonation to keep children engaged.
- There are lots of opportunities for children to be physically active. They regularly play outside in the garden and visit places in the community, including the local park, the library and soft-play area. Children enjoy looking around and identifying things in the environment. They collect lots of interesting items on their outings and make collages with them on their return to the house.
- Children are very comfortable with the childminder and this is reflected in their behaviour. They show care and concern towards the childminder and each

other. The childminder encourages sharing and turn taking, and children are very patient as they wait and share with each other. During play with the wooden equipment, older children offer resources to a younger child to engage her in the game.

- The childminder recognises and values the children as individuals. She helps them to settle with ease by encouraging them to share books from home. She also sends pictures to their parents for them to look at and talk about at home. The childminder has a thorough settling-in process to ensure that children settle quickly.
- Children know the routine of the day and happily tidy up one activity before starting another. The childminder provides healthy food and shares information with parents about the food she offers. The childminder does not make full use of opportunities to further encourage children's self-care skills and independence, for instance, during mealtimes and snack times.
- The childminder evaluates her practice effectively. She uses information she gathers from parents' feedback and her own research to identify areas she would like to improve. For example, she has identified she would like a mud kitchen for the children to develop their learning experiences in the garden.
- The childminder celebrates different festivals with the children to teach them to be respectful to others and to learn about the lives and cultures of different people.

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 signs and symptoms that children may be at risk of harm. The childminder regularly attends training to keep her safeguarding knowledge up to date, including training around radicalisation. The childminder ensures that her home is a safe and secure environment for children. She has a detailed safeguarding policy with relevant contact numbers that she can access when necessary.

What does the setting need to do to improve?

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

- offer children further opportunities to carry out simple tasks to develop their independence even more
- increase opportunities for older children to engage in dialogue to build on their language and vocabulary skills.

Setting details

Unique reference number	EY382561
Local authority	Kent
Inspection number	10132671
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	4
Number of children on roll	10
Date of previous inspection	23 September 2015

Information about this early years setting

The childminder registered in 2008 and lives in Faversham, Kent. She operates all year round from 8am to 6pm, Monday to Friday, except for family holidays.

Information about this inspection

Inspector

Wendy Papagno

Inspection activities

- The inspector held discussions with the childminder at appropriate times throughout the inspection.
- The inspector completed a learning walk with the childminder.
- The inspector spoke to parents and children during the inspection.
- The inspector completed a joint observation with the childminder. The quality of teaching and the impact this has on children's learning was observed.
- The inspector looked through a sample of 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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