

Childminder report

Inspection date: 15 January 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children form secure attachments to the childminder. She offers them plenty of hugs and cuddles. The childminder provides a homely and warm environment for the children. She chats to them and provides them with verbal reassurance and encouragement as they start to feel confident to explore and play. She notices babies' non-verbal cues. She supports their emerging verbal communication as she copies their sounds and names their actions. The childminder supports older children's communication as she speaks clearly and responds appropriately when they speak to her.

Older children are interested in the younger children, who watch them closely as they play nearby. The childminder helps the children learn how to play together and they begin to develop friendships. She consistently models good manners. Children's behaviour shows that they feel safe. The childminder teaches children how to share favourite toys and take turns. However, she does not take every opportunity to teach them how to manage their own behaviour.

Relationships with parents are warm and honest. For example, when they collect their children, she provides accurate feedback about their day and discusses strategies she will use to further develop children's confidence and sense of security.

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

- The childminder provides opportunities for children to develop their physical skills. For instance, she encourages babies to crawl to reach favourite toys. She provides opportunities for children to be physically active and become aware of their bodies. She teaches young children to label and name the parts of their bodies as they sing rhymes and copy funny facial expressions. She links these expressions to the emotions that the children might be feeling.
- The childminder introduces children to mathematical language as she chats with them. For instance, she counts out toys and helps them to check if resources are shared fairly. The childminder uses the teaching opportunities in everyday activities. For example, she explains how she uses trips to the supermarket as an opportunity to teach children how to behave in social situations, how to weigh food and to notice written words. She provides children with opportunities to develop their early writing skills through activities such as painting in the setting and art and crafts at toddler groups.
- The childminder gathers useful information from the parents before children start. She uses this information to ensure that she meets children's care needs, and to build on what they know and can do. When they are ready, she works with parents to support toilet training. The childminder assesses children's

progress, including the statutory two-year review. However, assessments sometimes lack detail, and the childminder does not consistently provide suggestions for parents of how they can further support their children's learning at home.

- The childminder reflects on her practice and has implemented systems to ensure that statutory training is kept up to date. She seeks advice and guidance from others and uses this to make improvements. For example, following the last inspection, she worked with the fire service to review her fire safety provision and install an approved smoke alarm. The property is secure, and the childminder makes sure that children are always within sight.
- The childminder gathers information from the parents that allows her to meet children's individual needs. For example, when children have specific dietary requirements, she ensures that these are met, both in the setting and when out and about. She teaches children hygiene routines, such as the need for cleaning their hands before eating. She provides a range of healthy snacks.
- The childminder uses her knowledge of the local area to provide children with a range of opportunities to experience the wider community. For example, they play in local parks and at soft-play facilities, and attend a range of toddler groups. She meets with other childminders to share knowledge and experiences.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps up to date with her safeguarding training. She knows the signs that a child might be at risk of harm and the steps she needs to take to keep them safe and well. The childminder understands how to identify and report concerns that children may be at risk of radicalisation or female genital mutilation. The childminder is clear about her duty to report safeguarding issues, including concerns about any member of the childminder's family.

What does the setting need to do to improve?

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

- take all opportunities to teach children to begin to manage their own behaviour and make good choices
- provide parents with information about how to further support their children's learning and development at home, including by further developing the two-year review.

Setting details

Unique reference number	126609
Local authority	Kent
Inspection number	10078441
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 7
Total number of places	6
Number of children on roll	4
Date of previous inspection	4 September 2018

Information about this early years setting

The childminder registered in 1994. She lives in Rusthall, near Tunbridge Wells, Kent. She currently minds children on Monday, Tuesday, Wednesday and Thursday throughout the year.

Information about this inspection

Inspector

Terrie Simpson

Inspection activities

- The inspector toured the areas of the childminder's home used for childminding.
- The childminder and the inspector discussed the activities and experiences that the childminder provides.
- A range of documentation was sampled, including training certificates.
- The inspector observed the childminder's interactions with children and assessed the impact on children's learning and development.

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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