

Childminder report

Inspection date: 24 January 2020

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| 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 | Outstanding |
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What is it like to attend this early years setting?

The provision is good

Children feel safe and secure as they happily explore the environment and resources. They have formed positive relationships with the childminder who is sensitive to their needs. For example, she quickly comforts younger children with a reassuring cuddle when they become upset, which fosters their emotional well-being. The children's behaviour is good, they are kind to their friends and share resources. The childminder helps them to understand about the needs of others. For example, she encourages children to take turns to find magnetic letters before placing them on the board. Children receive regular praise from the childminder, which helps to boost their self-esteem.

The childminder ensures children have daily opportunities to take part in outdoor play to develop their physical skills. For instance, they visit local parks where they can use the larger play equipment to exercise and to develop their muscle strength. Children develop positive social skills. They eagerly engage in imaginative play with their friends, such as playing with dolls and making plates of food at their tea party. They learn about their local community and have a wide range of experiences to explore what makes them and other people unique. For instance, the childminder talks to them about different facial features and they meet friends and adults at group events.

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

- The childminder is proactive in continuing her professional development. For example, she completes training and shares best practice with other professionals to help develop her high-quality practice. For instance, the childminder recognises when children have specific patterns of learning, such as filling and emptying. She encourages them to explore these fascinations to help motivate them to learn and make good progress.
- The childminder has established very good relationships with parents. Parents receive regular updates about activities children have enjoyed and their achievements. The childminder provides information for parents on the ways they can get involved in their children's learning at home.
- The childminder has a strong focus on supporting children's speech and language skills. She introduces a wide range of descriptive words, such as 'sticky' and 'swollen', as she talks about the different texture of the flour and rice they are using. The childminder listens attentively to the children and sensitively repeats words back so that they can hear them pronounced correctly.
- The childminder provides children with interesting activities to learn about mathematics and science. For example, children enjoy exploring how the appearance of flour and rice changes as they add water to the mixture. The childminder encourages the children to compare size and introduces a set of

scales to investigate weight. She challenges the children to predict what will happen next. Although, at times, the childminder does not give children enough time to think and answer questions for themselves.

- Children have a wide range of opportunities to develop their interest in literacy. For instance, they use pens and paper to make marks, and use sticks and ribbons to make letter shapes in the air. The childminder reads with children. However, she does not make strong use of printed materials to extend children's learning to enable them to understand that information can be relayed in print.
- The childminder teaches children about how to lead a healthy lifestyle. For example, she ensures children wash their hands after having their nappy changed and before eating. Children learn about how to make healthy choices, such as the importance of having water to drink and eating fruit and vegetables.
- The childminder is vigilant. She completes daily risk assessments to ensure that the environment, resources and equipment are safe and suitable for children to use. She teaches children how to identify and manage risks for themselves, such as reminding them to put toys away before getting more resources out, to ensure they have space to play.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding and understands the procedures to follow if she is worried about a child's well-being. She attends regular child protection training to ensure that her knowledge of legislation is consistently up to date. The childminder is able to identify the signs and symptoms of abuse, including wider safeguarding issues, such as radicalisation. She knows what to do if she has a concern about a child in her care and she understands the procedure to follow if a referral is required. This has a positive impact on children's safety and welfare.

What does the setting need to do to improve?

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

- continue to support children's learning by giving them time to process their thoughts, to help them to respond to questions and extend their thinking skills
- review and improve the environment to support children to develop their interest in print and early reading.

Setting details

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| Unique reference number | EY368179 |
| Local authority | Kent |
| Inspection number | 10136521 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 1 to 7 |
| Total number of places | 6 |
| Number of children on roll | 4 |
| Date of previous inspection | 12 July 2016 |

Information about this early years setting

The childminder registered in 2008 and lives in Ramsgate, Kent. She operates all year round from 8am to 6pm, Monday to Friday.

Information about this inspection

Inspector

Sara Garrity

Inspection activities

- The inspector discussed with the childminder how she monitors children's development and learning.
- The inspector read questionnaires from parents to take account of their views on the service they receive.
- The childminder fed back to the inspector about the learning taking place after they observed an activity together.
- The childminder gave the inspector a tour of all areas used by the children as part of the learning walk.
- The inspector observed the childminder interacting with children and spoke to them all at appropriate times throughout 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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