

Childminder report

Inspection date:

15 January 2020

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

The childminder is delightful and acts as a positive role model. Children reflect her calm, relaxed and friendly qualities. They are happy and empathetic as they show wonderful manners and consideration for each other. Children flourish in this homely environment and feel safe and secure. They smile and laugh as they happily play together. For example, children share the train track pieces as they link the pieces together. They develop their imaginations as they talk about where their trains are going. The childminder sensitively plays alongside the children offering questions to extend their play. This supports children to think of ideas within their own play.

Children enjoy the excellently resourced environment, which includes lots of space for them to explore and engage with resources they can easily self-select. The childminder uses positive praise which motivates children to have a go. For instance, children use a tool to scratch out marks around a stencil and they show a real determination to succeed. Children are very well motivated as activities planned reflect their thoughts and interests, as well as themes that they are learning at school. For instance, as children talk about their love of snakes, the childminder builds on this by making paper plate models and purchasing books and small-world toys about them. This builds on children's prior knowledge and skills as she follows the children's lead.

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

- Despite the childminder now only caring for children before and after school, she strives to support children's learning and development to the highest level. She uses her knowledge of the early years foundation stage curriculum and the areas of learning to provide a broad range of interesting activities that excite children to learn and engage.
- The experienced childminder is committed to looking at ways to improve the service she offers. She seeks the opinions of both parents and children to make ongoing improvements. However, the childminder recognises that she wants to further enhance activities to develop children's understanding of internet safety.
- Partnerships with parents are effective. They comment on the childminder's 'amazing' service and how she always makes time to speak to them. The childminder informs parents on a daily basis of the activities that the children have taken part in.
- The childminder is keen to develop her knowledge and skills and has further plans to attend training courses. She attended an outdoor learning course to enrich her outdoor space and the activities offered. For instance, children relish in building mobiles for the garden, viewing how light reflects off the materials

used.

- The childminder supports the children to be independent. They wash their hands without the need for support, help set the table before their evening meal and use the toilet themselves. This supports children to develop positive attitudes, become confident in their own abilities and learn how to do things for themselves.
- The childminder has high expectations for children's behaviour. They listen to the childminder and respond positively. There is a real sense of respect and children value one another. Children share and take turns. For instance, older children happily allow the younger children to join in their play. Behaviour is excellent.
- The childminder supports children with the work they get from school. For instance, she spends time promoting their reading skills as they bring books to the childminder's home, as well as practising the sounds that letters make. This supports children to adopt positive attitudes towards learning at home.
- The childminder promotes children's healthy lifestyles. She provides opportunities for children to enjoy fresh air as they regularly visit the local park. They develop their fitness as they enjoy playing football and learn to evaluate their own risks as they balance along balance beams in the playground. Furthermore, the childminder offers healthy, home-cooked meals, exposing them to a rich variety of different foods, such as olives and mango.

Safeguarding

The arrangements for safeguarding are effective.

The childminder can identify possible signs of abuse and is aware of wider safeguarding issues, such as extreme views and behaviours. The childminder is aware of the local procedures for reporting concerns she may have about children's welfare. She completes risk assessments in her home and when going out on trips. This helps to ensure children's safety. The childminder has a full and relevant first-aid qualification so that she can respond appropriately if children have an accident.

Setting details

Unique reference number	126215
Local authority	Kent
Inspection number	10063852
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	4 to 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	27 January 2016

Information about this early years setting

The childminder registered in 1993 and lives in Tunbridge Wells, Kent. She operates Monday to Friday, 7.15am to 9am and then 3pm to 6.30pm, term time only. The childminder holds a level 3 childcare qualification.

Information about this inspection

Inspector

Adam Hawes

Inspection activities

- The inspector reviewed relevant statutory documentation, qualifications and policies used by the childminder.
- Discussions were held with the childminder and parents.
- The inspector spoke to children during the inspection.
- The childminder and inspector discussed how the early years provision was organised and how the childminder plans activities for the children.

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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