

Childminder report

Inspection date: 21 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 are happy, confident and enjoy their time with the childminder, which shows they feel protected and secure in her care. They build their independence and understanding of routines well. For example, children know to take their shoes and coats off as they arrive, and happily go off to play. They have opportunities to freely explore their surroundings, inside and outdoors.

Children develop the skills they need for their future success. They start to recognise letters in their name and sound them out, which helps to encourage their early reading. Children build their mathematical development successfully, for example counting to 10 and using shape, space and measure. They show concern and empathy for their friends. For example, children say sorry when they accidentally catch them with a toy.

The childminder's intent of her curriculum is carefully planned and arranged. She builds on what children know and can do. The childminder adapts her activities around children's interests and abilities. However, occasionally she does not implement her curriculum consistently to help children sustain their concentration even further and benefit from deep learning experiences.

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

- Parents are very happy with the service the childminder provides. They comment that she shares regular information with them about their children's progress. This helps provide a consistent approach and support learning at home. Parents feel that the childminder's provision is an extension of their own home, helping their children to feel safe and secure.
- The childminder provides home-cooked food and encourages children to try different textures and tastes. This helps them learn about the importance of making healthy food choices. She encourages children to build their understanding of managing their own risks and keeping themselves safe.
- The childminder has a sound understanding of her roles and responsibilities and meets these well. She completes a wide range of relevant training. However, the childminder sometimes lacks confidence in her knowledge and in her organisational arrangements.
- The childminder gives children extra care and attention when needed. She cuddles them close and reassures them. The childminder provides a quiet area where children can go to read and rest, which promotes their emotional and physical well-being.
- The childminder helps children learn about the world around them. For instance, they visit bakeries and greengrocers and go into the local community. This supports their knowledge of similarities and differences around them.

- The childminder knows where to seek support for children, including those with special educational needs and/or disabilities. She knows the importance of working with the relevant professionals to assist closing any emerging gaps in development. The childminder uses additional funding effectively. She purchases toys and equipment to suit children's abilities and needs, such as stepping stone equipment to aid their progress.
- Children behave well. The childminder uses clear and consistent guidance to help them manage their behaviour. She skilfully adapts her strategies according to children's age and stage of development. The childminder gives them time and space to be calm, and think about their actions.
- The childminder successfully helps children learn to manage their own personal needs and routines. She sensitively ensures that children's privacy is maintained, for example when changing nappies. The childminder promotes good hand hygiene procedures. For example, using separate hand towels to help minimise the risk of cross-infection.
- Children build their communication skills well. Younger children start to use their first words and use hand gestures to communicate. Older children confidently talk to adults and their peers. The childminder uses songs and repetition to help build children's language development. For instance, children ask her to do the rhyme and actions to 'engine engine'. Children really enjoy this and scream with delight. However, occasionally the childminder does not give them time to think, respond and fully engage in the curriculum provided, to support their learning even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the signs that would cause her concern about a child's welfare and the processes to follow. She understands what to do if there was an allegation made against herself or household members, for example notifying the local authority designated officer. The childminder knows the importance of complying with data protection to help keep children and families' information safe and secure. She understands how to identify and minimise any risks, to help children play safely in their surroundings.

What does the setting need to do to improve?

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

- build further on the implementation of the curriculum, to support children's progress even further and help them sustain their attention in activities
- strengthen the use of professional development to help build confidence and make organisational procedures more efficient.

Setting details

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| Unique reference number | EY417614 |
| Local authority | Kent |
| Inspection number | 10143139 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register |
| Day care type | Childminder |
| Age range of children | 1 to 7 |
| Total number of places | 6 |
| Number of children on roll | 8 |
| Date of previous inspection | 28 April 2016 |

Information about this early years setting

The childminder registered in 2010 and lives in West Peckham, Kent. She operates on Monday from 7.30am to 5pm, on Tuesday, Wednesday and Thursday from 7.45am to 6.30pm, and on Friday from 7.45pm to 5pm, throughout the year. The childminder receives funding to provide free early education for children aged two, three and four years. She has a level 3 childcare qualification.

Information about this inspection

Inspector

Sarah Stephens

Inspection activities

- The inspector observed the quality of education and the impact this has on children's learning and development.
- A learning walk was conducted with the childminder and the inspector.
- The inspector viewed a range of documentation, including evidence of suitability checks and an appropriate first-aid qualification.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
- The inspector spoke to parents and 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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