

# Childminder report

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Inspection date: 28 January 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

The childminder provides many opportunities for children to use their imagination. For example, they engage in pretend play to help develop their confidence and independence. The children excitedly chatter to the childminder as they play with the doll's house, explaining to her that the baby needs to sit in the high chair. Children feel safe and are happy in the childminder's care. They have formed positive relationships with the childminder, who knows them well. For instance, she quickly recognises when the children are hungry and ready for their lunch. Children have daily opportunities to investigate and discover the benefits of playing outdoors. The childminder helps children to explore their local community. For example, they go to the beach in all weathers to observe how the sea changes. The childminder takes them to the fields to see her horses and learn about caring for animals and nature. Children learn how to lead healthy lifestyles. The childminder takes the children to the park to use the large play equipment. They also use the childminder's garden to run around to enable them to exercise and develop their physical skills. Children have good opportunities to practise the skills needed for their progression and future learning. For example, young children show an interest in listening to the sounds the tins make as they tap them. The childminder utilises these opportunities and sings nursery rhymes to further boost their interest in music and movement.

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

- The childminder uses a wide range of vocabulary to support children to develop their language skills. For instance, she reinforces words with actions as they 'roll' the balls to try to knock down the towers they have built. She makes strong use of repetition to sensitively support children to hear words pronounced correctly. However, the childminder does not always implement strategies agreed with parents, such as using sign language to consistently support younger children's communication skills.
- The children benefit from the childminder's engagement in activities to extend learning. For instance, she uses a long tube to encourage the children to explore size as they investigate which cars will fit into the tube. The childminder skilfully introduces mathematical language to expand their understanding. She talks about size and position and encourages them to predict if the cars are too big to fit down the tube.
- The childminder has a strong knowledge of the interests of the children, which she uses to help her to plan and provide stimulating experiences. However, younger children have limited opportunities to explore a wide range of media to enable them to experiment with textural materials to support their sensory exploration.
- Parent feedback is very positive about the childminder. They say that they could

not be happier with the quality of care their children receive. The childminder has built positive relationships with parents and other professionals. She shares information on children's routines and progress with them regularly to help ensure all children, including those with additional needs, are making good progress.

- Children are cared for in a safe and secure environment. 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 effectively how to identify and manage risks for themselves, such as encouraging them to tidy up toys after they have used them, to minimise trip hazards.
- The childminder keeps her knowledge and skills up to date and helps her assistants to complete required training. For example, she shares good practice with other early years professionals and cascades the information to her assistants.
- Children's behaviour is appropriate to their age. The childminder has clear rules and boundaries to support children to learn how to share. For instance, the childminder makes effective use of praise to encourage the children with turn taking as they use the shopping trolley.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is fully aware of the procedures and actions to take if she had to make a referral to maintain a child's welfare. She has a secure knowledge of the signs and symptoms in relation to child protection, including the wider context of safeguarding, such as radicalisation. The childminder ensures she refreshes her knowledge regularly and makes sure her assistants have a clear understanding of how to keep children safe. The childminder understands the need for robust recruitment, induction and supervision procedures. For instance, she makes sure that her assistants always have the required suitability checks in place and are notified of any updates to the early years foundation stage to ensure they maintain children's welfare.

## What does the setting need to do to improve?

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

- work closely with parents to focus more precisely on supporting younger children to develop their early language skills further
- review and improve the opportunities younger children have to explore a range of experiences that help to develop their senses.

## Setting details

<b>Unique reference number</b>	EY241101
<b>Local authority</b>	Kent
<b>Inspection number</b>	10063896
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	2 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	13 June 2016

## Information about this early years setting

The childminder registered in 2003 and lives in Deal, Kent. The childminder operates from Monday to Friday, from 7.30am to 7.30pm, during most of the year. She receives funding to provide free early education for children aged three years. The childminder has two assistants registered to work with her. The childminder holds a relevant early years qualification at level 6, which includes early years professional status.

## Information about this inspection

**Inspector**  
Sara Garrity

### Inspection activities

- The childminder explained to the inspector how she supports her assistants to develop their practice.
- The inspector carried out a joint observation of an activity with the childminder.
- The inspector read letters of reference from parents to gain their views on the service they receive.
- The inspector sampled a range of documentation, including suitability checks and accident and medication records.
- The inspector had a tour of the setting as part of the learning walk, and the childminder discussed with the inspector how she risk assesses the environment.

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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