

Childminder report

Inspection date: 30 January 2020

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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder provides a warm, welcoming and homely environment where children feel safe and secure. Children generally play cooperatively and respond well to the childminder's encouragement to share and take turns. The childminder is kind and nurturing and treats children as unique individuals. Children develop secure attachments with the childminder. The childminder sensitively responds to children if they get upset and acts quickly to reassure them. The childminder is aware of what children need to learn next. She uses this information, along with her knowledge of children's interests, to help her to plan an effective curriculum.

The childminder knows the children in her care well and provides a range of activities and resources that support their interests. As a result, children are engaged and motivated in their play. The childminder provides opportunities to extend children's learning with visits to local messy play groups, where they can play in larger groups and explore. She is particularly effective in helping children to learn skills to prepare them for their move on to school. Children are eager to put on their own shoes in preparation for playing in the garden, and participate in the preparation of their own snack. They take great pride in their achievements, thriving on the praise and encouragement the childminder gives them.

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

- The childminder has high expectations for the children and plans a wide range of activities that interest and motivate young children to learn. For example, they enjoy exploring a range of natural objects with their toy animals. The childminder supports children's learning well. For instance, she gives clear explanations about the moss from the garden. She emphasises key words within her interactions, which helps to enhance children's understanding and speaking skills. Children's development in communication and language is given high priority.
- The childminder supports children's mathematical development well. She encourages children to count routinely and consider size within their play. For example, she challenges them to differentiate between the small animals and the big ones. They count out their favourite animals and the childminder emphasises positional language, such as 'in' and 'on', during the game. She gets down to the children's level and joins in their play.
- The childminder regularly evaluates her provision, which helps to improve outcomes for children. For example, she has enhanced the play and learning experiences she provides for children outdoors. Children now have wider opportunities to make marks, which builds on the literacy skills of those children who enjoy playing outdoors. The childminder completes mandatory training, such as safeguarding and first aid, and updates her professional development,

such as through regular training.

- The childminder encourages children to lead healthy lifestyles. For example, children follow good hygiene routines, such as washing their hands when they finish messy play activities and before they eat. The childminder provides nutritious snacks for children and engages them in discussions about the importance of healthy eating.
- Partnerships with other settings are effective. The childminder values the importance of sharing information. Children who attend additional settings benefit from having a joined-up approach towards their learning. This helps to support a consistent approach to their development.
- Partnerships with parents are good. The childminder gathers detailed information about children's routines, likes and dislikes before children start. Parents are very complimentary about the setting and the childminder. However, the childminder does not consistently consider ways to involve parents in extending their children's learning at home.
- The childminder carries out daily safety checks to reduce any hazards. This helps her to promote children's safety. She maintains close supervision and is highly vigilant in order to keep children safe. However, at times, the childminder does not provide children with explanations to enhance their own understanding, in particular, when discouraging children from climbing where it is not appropriate.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe. She maintains up-to-date knowledge of safeguarding, such as through regular training. The childminder knows how to identify if a child is at risk of harm, including from extreme views or behaviours. She understands how to make a referral to the relevant agencies and has the essential contact details readily to hand if she has a concern about a child's welfare.

What does the setting need to do to improve?

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

- consider ways to further involve parents in their children's learning at home
- increase the support given to children to improve their understanding of risks.

Setting details

Unique reference number	EY347515
Local authority	Kent
Inspection number	10073848
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	4 March 2016

Information about this early years setting

The childminder registered in 2007 and lives in Faversham, Kent. She operates all year round from 7am to 6pm, Monday to Friday. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Kimberley Luckham

Inspection activities

- The inspector had a tour of the childminder's home. She discussed with the childminder how she organises her setting and how she plans the curriculum for children.
- The inspector observed the quality of teaching during activities and evaluated the impact this has on children's learning.
- The inspector held a number of discussions with the childminder about children's achievements and looked at relevant documents, including evidence of the suitability of persons living in the household.
- Parents' views were considered from written feedback provided.

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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