

# Childminder report

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Inspection date: 30 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

Children feel safe and secure, which helps them become confident learners. The childminder builds the curriculum framework around the interests of children. However, she does not fully utilise training opportunities to develop her practice further and enhance the quality of teaching, particularly outdoors. The childminder sequences children's learning well and adapts her teaching for the different ages and abilities of children. For example, younger children learn the names of colours and shapes as they play with dough and older children look closely at the shapes in the environment to build on what they know.

The childminder has high expectations for all groups of children. She has experience of looking after children with special educational needs and/or disabilities. The childminder works closely with parents and professionals at other settings children attend to close any gaps in children's learning and development, to support future success.

The childminder teaches children how important it is to be considerate and respectful of others. She sets some clear boundaries for children about what is acceptable behaviour. For example, she reminds children to say 'please' and 'thank you'. She manages children's behaviour well to promote their emotional security. Children develop good social skills.

The childminder shares information with parents about children's daily activities and their ongoing progress. However, she does not share children's next steps with parents to fully support their child's learning at home. Parents comment that they are happy with the service provided.

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

- Children are good communicators and the childminder encourages this well. For example, she brings rhymes such as 'walking round the garden, like a teddy bear' into their interactions as children roll play dough in their hands to make an 'orange'. This has a positive impact on children learning new skills.
- Children learn successfully from their play experiences and develop their physical skills well. The childminder encourages children to be independent, follow instructions and use several one and two-handed tools to roll and cut the play dough. This challenges and motivates children, who concentrate well.
- The childminder promotes children's understanding of mathematical language and concepts through creative activities. For instance, children name shapes and compare the sizes of two 'worms' made from play dough. The childminder asks which one is 'bigger', 'smaller', 'thinner' or 'fatter' to assess children's developing understanding of shape and size effectively.

- Children choose books and enjoy listening to stories, with increasing attention and recall. For example, they fill in the missing words left off the end of a sentence, beginning to develop an understanding of early reading. Children enjoy making marks with crayons on paper, developing their early literacy skills well. They are well prepared for the next stage in their education.
- The childminder presents an interesting assortment of natural materials for children to explore and investigate as they learn about the world around them. Children feel confident to ask questions and seek explanations. For example, they ask what a 'loafer' is, continually adding new words to their rapidly expanding vocabulary.
- The childminder is warm and caring and forms close relationships with children. She consistently praises children to promote their self-confidence and self-esteem. Children are happy and behave well. They demonstrate a clear sense of belonging. For example, they make independent choices from a range of activities and resources available. However, the childminder does not sufficiently identify her individual training needs to further improve developmental outcomes for children. Although children enjoy trips to the local park for fresh air and exercise, they are not provided with a wide variety of outdoor resources and activities on a daily basis. This particularly impacts those children who prefer to learn outdoors.
- The childminder helps children to make healthy choices about what they would like to eat. For example, children choose fruit and water for their snack. Routines are kept flexible. Children learn about healthy practices, such as washing their hands before meal times.
- The childminder collects children's starting points from parents when they first start to find out what they already know and can do. This helps her plan for their individual needs, right from the start. The childminder shares with parents her ongoing observations of children but does not use this information precisely with them to identify children's next steps to support their learning at home. This impacts on children's outcomes and the even better progress they could make.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to promote children's welfare. She has a good knowledge of how to recognise and report any child protection concerns. The childminder uses self-evaluation to identify how she could improve. She researches information about additional safeguarding issues and networks with other local childminders to help keep her safeguarding knowledge up to date. Risk assessments are effective. The childminder teaches children about how to keep themselves safe when on outings. For example, she asks young children to hold hands as they walk a short distance back from nursery to the childminder's home.

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

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

- develop arrangements to further enable parents to support their child's learning at home
- seek ongoing professional development opportunities to further enhance the quality of teaching and learning for children.

## Setting details

<b>Unique reference number</b>	103605
<b>Local authority</b>	Medway
<b>Inspection number</b>	10106440
<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>	1 to 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	4 December 2015

## Information about this early years setting

The childminder registered in 1988. She lives in Gillingham, Kent. The childminder operates her service from 7.30am to 6.30pm on each weekday throughout the year. She holds a relevant qualification at level 3. The childminder receives funding to provide free early education for children aged two, three and four years old.

## Information about this inspection

### Inspector

Jane Winnan

### Inspection activities

- The inspector completed a learning walk to understand how the curriculum is planned and how the childminder organises her play resources.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation of an activity with the childminder.
- The inspector took account of the views of parents through written feedback provided.
- The inspector looked at relevant documentation and the safeguarding children policy and complaints procedure.

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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