

# Childminder report

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Inspection date: 5 February 2020

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<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	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy, keen to learn and feel safe in the childminder's home. The childminder has a good understanding of the children's care routines and is sensitive to their needs. This helps to nurture children's development to ensure they have positive emotional well-being. Children are very settled and have formed a strong bond with the childminder. For example, younger children happily explore their environment and are reassured that the childminder is nearby. The childminder is attentive to children's needs, for instance giving them lots of cuddles and offering comforting objects when needed.

Younger children excitedly explore through their senses. They enjoy feeling the different textures of the materials as they place them on their heads. The childminder effectively extends their enjoyment as she encourages them to listen to the 'crinkly' sounds they make. She provides children with a wide range of media and materials to experiment with through sensory exploration.

Outside play is important to the childminder, and she ensures children go outdoors to exercise and develop their physical skills in all weathers. For instance, they walk to the park and use public transport to go further afield, such as visits to the beach and local attractions. Children excitedly learn about their local community and expand their interest in the world around them.

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

- The younger children thoroughly enjoy investigating and exploring books as they begin to learn that print carries meaning. The childminder makes stories come to life as she reads with the children. The children watch intently as the childminder opens and closes the book to make the mouth of the crocodile work. The children are encouraged to join in with the story and place their finger in the mouth of the crocodile. They laugh and quickly remove their finger before the mouth 'snaps' shut. The children repeat words and sounds throughout the story. For example, they copy the actions and sounds of the parrot as it flies around with a 'swoop'. The childminder effectively supports children's communication and language skills as she introduces new vocabulary and reinforces words with actions to give them meaning.
- The childminder provides children with a very wide range of activities which focus on their interests and stage of development. Children are excited to engage with their chosen activity. For instance, they interact with the childminder, making her cups of tea in the play kitchen. The childminder makes good use of this activity to support the younger children to learn their colours, for example by looking for the spoon to match the green cup. However, at times, there are so many items in the kitchen area they are not able to easily

find what they are looking for, and items end up all over the floor.

- The childminder has established positive relationships with parents. They speak highly of the childminder and the good-quality care and education she provides. The childminder keeps them informed about their children's progress, and activities they engage in to support home learning.
- The children are eager to help to wash up and develop their physical skills as they put the coloured cups and plates in, and take them out of, the bowl. They are curious and enjoy watching the water as they pour it out of the containers. They listen to the sound the water makes as the childminder squeezes the water out of a sponge. The children are inquisitive and feel the texture of the sponge. However, during focused activities, the childminder does not always fully extend younger children's learning to help them develop their knowledge.
- The childminder is committed to developing her practice. For instance, she meets with other professionals to undertake training and share best practice. The childminder understands the importance of working with other agencies and settings children attend to ensure children receive continuity of care and learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder is aware of the importance of keeping her knowledge of child protection and safeguarding up to date. She undertakes regular training and has a secure understanding of wider safeguarding concerns, such as indicators of child exploitation. The childminder has secure procedures in place to report any concerns she might have that a child may be at risk of harm. She receives updates from the local authority to ensure she has the correct contact details in case she needs support or to make a referral. The childminder is fully aware of the importance of constantly supervising and being vigilant to ensure she always maintains children's safety and welfare.

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

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

- review and improve the way in which the environment is set out to enable younger children space to play with their chosen activity
- make more focused use of activities to better support younger children.

## Setting details

<b>Unique reference number</b>	125704
<b>Local authority</b>	Kent
<b>Inspection number</b>	10136250
<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 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	3 March 2016

## Information about this early years setting

The childminder registered in 1997 and lives in Deal, Kent. She operates from Monday to Thursday, between the hours of 8am and 5pm, during term time only. The childminder holds a relevant early years qualification at level 3.

## Information about this inspection

### Inspector

Sara Garrity

### Inspection activities

- The inspector observed the childminder's interactions with the children and spoke to her at appropriate times during the inspection.
- The childminder provided feedback to the inspector about the learning taking place during a focused activity.
- During the learning walk, the childminder explained how she uses the environment and resources.
- The childminder explained how she monitors children's progress.
- The inspector read letters from parents to gain their views on the service they receive from the childminder.

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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