

# Childminder report

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Inspection date: 5 February 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 have secure attachments with the kind and nurturing childminder, who provides a caring and welcoming environment. Children settle quickly and confidently explore the resources on offer. The childminder organises her environment well. Activities are planned with children's interests in mind and are adapted well to the differing ages of children. Opportunities to build on children's literacy skills are captured effectively by the childminder. Children enjoy choosing and listening to their favourite stories as the childminder reads to them.

Children behave well. The childminder understands their individual personalities and takes these into account when setting age-appropriate boundaries. She teaches children to be kind and polite to others and encourages them to show good manners through her own positive role modelling. The childminder uses plenty of praise when children succeed. Children respond well to this and gain a good sense of achievement.

Children's communication and language skills are supported well. The childminder engages them in conversation about their interests, lives and experiences. She extends their language by introducing new words, such as 'pearlescent' to describe the appearance of the shells children explore. Young children confidently use words to communicate their needs.

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

- The childminder has a good understanding of how children develop. She knows the children well and provides a range of activities and resources that support their interests. As a result, children are engaged and motivated in their play. However, children do not always have the freedom to continue with activities of their choosing and sustain their learning. The childminder sometimes interrupts their play and exploration, particularly during messy play activities.
- The childminder is highly reflective. She welcomes the views and opinions of parents. This information is then used to inform her curriculum and develop her provision. The childminder is passionate about providing high-quality care for families. She works closely with another childminder to share good practice and keep her knowledge up to date.
- The childminder observes and monitors children's development well. She knows how the children are developing in her care and is successful at supporting children's next steps in learning. For example, she provides the children with toys and resources to encourage their small physical skills, such as winding small construction toys and threading within their creative experiences. The childminder offers good opportunities for children to develop their early mathematical skills. Children are encouraged to count within activities and learn

about concepts such as size, volume and weight. However, on occasions the childminder does not enable children to develop their own creative ideas fully in adult-led activities.

- The childminder has developed good partnerships with parents, which contribute towards a consistent approach to meeting children's needs. She gathers useful information from parents about their children's routines before they start. This helps children to settle quickly and feel secure at the setting. Parents speak very favourably of the childminder's good-quality care and the learning she provides for their children. They say that her communication with them is strong, timely and easy and that they could not be happier with the care, love and opportunities that the childminder provides. Parents talk about how their children benefit from the childminder's safe and stimulating environment as well as numerous outings and other opportunities.
- Children have plenty of opportunities to explore outdoors and meet new people. The childminder organises trips to the woodlands, castles and local parks. Children benefit from attending regular playgroups and make good progress with their physical development and social skills. This helps to prepare children for the next stage in their learning. Children develop a good understanding of diversity beyond their immediate family. For example, the environment has positive cultural books and role-play resources for the children to explore.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder can confidently recognise the signs and symptoms that may indicate a child is at risk of harm. She is fully aware of her roles and responsibilities to safeguard children. The childminder has a good understanding of wider safeguarding concerns, such as the 'Prevent' duty and female genital mutilation. She has policies and procedures in place and knows who to contact if she has concerns about a child's safety and welfare. The childminder places great importance on keeping her knowledge up to date and completes regular safeguarding training.

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

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

- review the organisation of messy play and exploration activities to provide children with more opportunities to enjoy uninterrupted play
- consider how to promote children's creativity further, in particular during adult-led activities.

## Setting details

<b>Unique reference number</b>	160772
<b>Local authority</b>	Medway
<b>Inspection number</b>	10071662
<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 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	12 October 2015

## Information about this early years setting

The childminder registered in 2001 and lives in Rainham, Gillingham, Kent. She cares for children between the hours of 7.30am and 6pm. The childminder receives government funding for the provision of free early years education for children age three and four years.

## 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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