

Childminder report

Inspection date: 12 February 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

Children are happy and content in the safe and secure learning environments. They are polite and behave well. For example, they follow the rules and boundaries with confidence and know what is expected of them. Children gain good social skills and build meaningful friendships. They happily share and take turns with resources. They include each other in their play and listen to each other's ideas. The childminder has a high expectation of children's abilities. She builds on their interests and ideas to help keep them motivated to learn. For example, when children have a keen interest in animals, they go on to make models of animals and their footprints. They make animal masks and enjoy a trip to the farm. Children visit a wide range of places of interest to build on their experiences, such as the woods, parks, beach and dance groups. Children have good opportunities to be creative and bring their imaginations alive. For example, children make birthday cakes with play dough and sing 'happy birthday' to their friends. Children explore different ways to make marks and create art in interesting ways, such as using their feet and hands in paint and making clay and pasta hedgehogs. Children have good opportunities to explore the natural world. For example, they learn about life cycles and enjoy watching their caterpillars flourish into butterflies.

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

- The childminder establishes secure and trusting relationships with all children. She gets to know their individual personalities and care routines well. Children have positive levels of well-being and self-esteem, and gain a good sense of belonging. Children are confident and happy and have a positive attitude towards their learning. They are independent and have good opportunities to choose their own play and complete their own tasks. Children take pride in their achievements.
- The childminder self-evaluates her practice effectively. Each day she reflects on how well she engaged children in their learning experiences. She takes into consideration the views of children. The childminder uses her findings to support her future activity plans. This helps her keep children motivated to learn. The childminder keeps up to date with new early years information. She carries out regular independent reading and research, and attends beneficial training. For instance, she has learned about the different ways she can communicate with children, such as using simple sign language.
- The childminder establishes positive relationships with parents and communicates with them daily. She keeps them fully involved and informed in their children's learning. For example, she encourages them to routinely share their children's achievements from home.
- Children have good opportunities to gain good early mathematical skills. For example, they count with confidence as they play and discuss colour and size as

they make models with play dough.

- The childminder supports children to gain good communication skills. For example, she consistently asks challenging questions and provides children time to think and then respond. Children are confident to communicate and share their ideas.
- Children gain a good understanding of the importance of healthy eating and healthy lifestyles. Children have balanced and healthy snacks and meals. They independently decide if they wish to exercise and access fresh air or engage in quieter, relaxing activities if they choose to.
- Children have good opportunities to develop and challenge their physical skills. They explore different ways to move, such as negotiating obstacles and climbing and balancing on larger equipment. Children explore different ways that they can move their bodies in musical movement games and swimming activities. Children develop good hand-to-eye coordination, such as moving objects with tweezers.
- The childminder builds and maintains good partnerships with other early years professionals. For instance, she regularly communicates with other childminders to share new activity ideas to help her continue to engage children in their learning. However, the childminder does not work as effectively with staff at other settings children attend in order to share useful information and coordinate the care and education provided.
- The childminder has a good knowledge of all seven areas of learning. She provides activities to support children of all ages and abilities to make good progress. However, the childminder does not consistently provide children with opportunities to extend their interest and skills in early reading even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good knowledge and understanding of the safeguarding and child protection policies and procedures to follow to help protect children. This includes knowing who to contact for advice and how to report, and follow up on, any concerns about children's safety and welfare. The childminder keeps her safeguarding training up to date to ensure her knowledge remains current. She completes thorough risk assessments to do her utmost to ensure all resources, activities and environments are safe. The childminder teaches children how to keep themselves and others safe. For instance, they talk about the rules of how to cross the road safely on walks. They discuss how to stay safe near the water on regular trips to the beach.

What does the setting need to do to improve?

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

- extend the support for children to develop their early literacy skills to help prepare them for their future learning even further
- build on the partnerships with staff at other setting children attend to strengthen the consistency of care and education.

Setting details

Unique reference number	EY485450
Local authority	Kent
Inspection number	10076393
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	3 March 2016

Information about this early years setting

The childminder registered in 2015. She is located in Sheerness, Kent. The childminder cares for children on Monday to Friday, from 7.30am to 6pm, all year round. She receives funding to provide free early education for three- and four-year-old children

Information about this inspection

Inspector

Kelly Hawkins

Inspection activities

- The inspector carried out a learning walk with the childminder, discussing the curriculum she provides for the children. The inspector viewed the areas of the childminder's home that children use.
- The inspector observed the childminder interacting and communicating with children.
- A sample of written documentation was reviewed by the inspector, including training certificates, safeguarding policies and procedures.
- The inspector spoke to children and the childminder at convenient times and viewed feedback from parents.

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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