

Childminder report

Inspection date: 14 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 confident, feel safe and are keen to learn. They enjoy problem-solving and persevere at tasks, for example looking for the matching patterns as they complete their puzzle. The childminder makes effective use of praise to encourage and recognise the children's achievements.

The childminder has established very good working relationships with parents, which enables children to settle well. She finds out information on children's routines, interests and abilities before they start. The childminder uses the information effectively to enable her to plan for children's individual learning. She provides parents with regular updates on their children's progress, for instance photographs of activities they are engaged in.

The children delight in using different media and materials to express their creativity. For instance, they explore how colours change when different coloured paints are mixed. Children enthusiastically explore making marks by using shapes to draw a treasure chest. The childminder increases the children's vocabulary as they talk about where the treasure chest is hidden and what might be inside. Children are confident communicators who are motivated to learn and curious about the world around them.

The childminder is aware of the importance of supporting children's social skills and takes them to a variety of groups to meet up with friends and adults. She encourages them to develop their independence ready for their future learning.

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

- Children benefit from engaging in a wide variety of experiences to expand their interest in where they live. For example, the childminder takes them on visits to the castle and beach to give them a wealth of experiences which enable them to investigate and explore. The childminder places a strong focus on enabling children to learn outdoors. She is keen for them to learn about the wildlife on their doorstep as they run around and play in the fields. Children develop healthy lifestyles as they exercise and build up their muscle strength.
- Children are excited to play games and are learning how to follow rules. For instance, they take turns with the childminder to spin the arrow on the number card. Children count the spaces on the board and identify if they need to go up or down the ladder. The childminder makes good use of the activity to support children to begin to make links with number signs and quantities. At times, however, children's thinking is not fully challenged. They are not always given enough time to think about what is being asked and then answer.
- The childminder has high expectations for children's behaviour and provides

them with different experiences to explore their feelings and emotions. For example, they enjoy cuddling up to the childminder to listen to a favourite story. The childminder encourages the children to talk about the pictures in the book. They discuss the different facial expressions of the characters and how they might be feeling. The children enjoy copying the expressions and change their facial expressions to be happy and sad. They are learning about the consequences of people's actions, for example how it makes us feel if someone does not share.

- The childminder has a positive attitude to her professional development and regularly reflects on her practice. For instance, she meets with other early years professionals to share ideas and best practice. This helps enable her to develop her skills and knowledge and provide a high-quality service for children and their families.
- The childminder knows the children well and plans a variety of activities based on their interests and stage of development. The childminder sets out a selection of toys and resources for the children to engage with. However, the choice is limited, which does not fully support children to make their own choices and therefore fully develop their decision-making skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that she keeps her safeguarding knowledge up to date. For instance, she completes child protection training, which includes information on the wider context of safeguarding, such as radicalisation and online safety. The childminder is able to clearly explain the signs and symptoms that may indicate a child is at risk of harm. She receives regular updates from the local authority and has a secure understanding of the actions to take if she had concerns in relation to children's well-being. The childminder is fully aware of her role in ensuring she keeps children safe and secure at all times.

What does the setting need to do to improve?

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

- give children enough time to process their thoughts, to enable them to respond to questions
- enhance the opportunities children have to make choices for themselves, to help to fully support their decision-making.

Setting details

Unique reference number	156776
Local authority	Kent
Inspection number	10063885
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	5 to 1
Total number of places	6
Number of children on roll	4
Date of previous inspection	14 January 2016

Information about this early years setting

The childminder registered in 2001 and lives in Bishopstone, near Herne Bay, Kent. She operates Monday to Friday from 7.30am to 5.30pm, for most of the year. The childminder holds a relevant early years qualification at level 5. She receives funding to provide free early education for children aged three years.

Information about this inspection

Inspector

Sara Garrity

Inspection activities

- The childminder completed a learning walk with the inspector to explain how she organised the home and curriculum.
- The inspector observed the childminder interacting with the children as part of a joint activity observation.
- The inspector sampled a range of documentation, including the childminder's accident and medication records and paediatric first-aid certificate.
- The inspector took account of parents' views through letters of reference.

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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