

Childminder report

Inspection date: 21 February 2020

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| 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 | Outstanding |
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What is it like to attend this early years setting?

The provision is good

Children are eager to come in and explore the interesting range of resources in the childminder's home. They confidently interact with the childminder and are happy, content and feel safe. The childminder is passionate about providing children with high-quality learning experiences to help to ensure they make good progress across all areas of learning.

The childminder makes good use of focused praise to recognise children's achievements and encourage them to persevere at tasks. For instance, children practise their physical skills as they use the scissors to cut up the play dough. Children's behaviour is good. They feel secure and are ready to take on new challenges. The childminder supports them effectively to develop their mathematical knowledge and skills. For example, they count the pieces of dough they have cut up and compare the sizes.

The childminder is enthusiastic about providing children with interesting opportunities to learn about their local community. For example, they go to a variety of groups to socialise and meet up with children and adults. The childminder takes them on visits to the library to borrow books to support their interest in literacy. They attend events that are happening in the local community, such as a falconry display. The children are curious and keen to learn about the world around them.

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

- The childminder understands the importance of keeping her knowledge and skills up to date. For instance, she completes online training and meets up with other early years professionals to share best practice. The childminder has a good understanding of the areas of strength within her practice. She has addressed the recommendation set at her previous inspection to ensure children have more opportunities to explore outside. For example, she takes them to the woods to explore nature. Children take managed risks as they learn to climb trees and balance on wooden stepping stones, while keeping themselves safe. Children have a wide range of experiences to enable them to practise their physical skills.
- The childminder makes good use of activities to nurture children's language skills. For instance, she encourages older children to describe what they are doing. She introduces new words, such as 'perch', as they talk about where the bird sits. However, at times, the childminder does not give younger children enough time to think and answer for themselves, before answering for them.
- Parents speak highly of the childminder and are very happy with the quality of education and care their children receive. The childminder has built positive

relationships with the parents and shares information regularly about children's progress and care routines. The childminder understands the importance of working closely with other settings the children attend, to ensure that they receive continuity in their care and learning.

- The childminder helps children to learn about how to lead a healthy lifestyle. For example, she talks to them about making nutritious food choices, and the importance of eating fruit and vegetables. Children begin to understand about the effects of sugar on their teeth. They have a good understanding of the importance of maintaining good personal hygiene routines. For example, they talk about the importance of washing the germs off their hands after blowing their nose and placing the tissue in the bin. Children are growing in confidence and developing their independence.
- Children are keen to role play and enjoy acting out real-life situations. For example, they become shop assistants as they pretend in the play kitchen to make ice creams and cups of tea for the childminder. They have a range of resources and toys to help to develop their problem-solving skills and confidence. However, they have limited opportunities to engage with a variety of textural materials within the home to extend their imagination and sensory experiences.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of the signs and symptoms that might indicate a child is at risk of harm. She receives newsletters from the local authority to help to ensure that she has the current contact details. The childminder has a good awareness of the wider context of safeguarding, including information on the 'Prevent' duty and issues such as county lines. The Childminder regularly updates her safeguarding knowledge and is fully aware of the procedure to follow should she need to contact the authorities. The childminder is constantly vigilant to help to ensure she 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:

- give younger children time to process their thoughts, to enable them to respond to questions and develop their language skills
- review and improve the opportunities children have to engage with a variety of sensory materials to help them to develop their imagination.

Setting details

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| Unique reference number | EY290181 |
| Local authority | Kent |
| Inspection number | 10137048 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 1 to 8 |
| Total number of places | 6 |
| Number of children on roll | 10 |
| Date of previous inspection | 19 January 2016 |

Information about this early years setting

The childminder registered in 2004 and lives in Gravesend, Kent. She operates all year round from 7am to 7pm, Monday to Friday. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector
Sara Garrity

Inspection activities

- The inspector spoke to parents and read letters of reference to take account of their views on the quality of the provision.
- The childminder completed a learning walk with the inspector and explained how she supports children's learning and development.
- The inspector sampled a range of documentation, including safeguarding policies and procedures and held discussions with the childminder to assess how she safeguards children.
- The inspector observed the childminder's interactions with the children and spoke to her at appropriate times during the inspection.
- The inspector carried out a joint observation of an activity with 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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