

# Childminder report

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Inspection date: 20 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 | Good |
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children show they feel safe, secure and happy in the childminder's home. They are motivated and keen to learn. Children have good opportunities to make independent choices in their play as they select from the wide range of resources and follow their interests. They become absorbed in imaginative activities. For example, children enjoy playing with the model dinosaurs. They play together harmoniously and negotiate their play ideas with confidence. Children develop good early literacy skills. They enjoy exploring books and the childminder uses her voice skilfully to help bring stories to life.

The childminder develops children's independence throughout their daily routines. For example, children are prompted to put on their shoes independently to go outside. The childminder promotes children's understanding of good hygiene procedures. For example, children understand the importance of washing their hands before mealtimes and after messy play. They benefit from a variety of healthy snacks and access their drinks throughout the day.

The childminder has high expectations for children's behaviour. They behave well and use good manners. They respond positively to the continual praise and encouragement from the childminder, which helps raise their self-esteem.

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

- The childminder regularly evaluates her provision, which helps to improve outcomes for children. For example, she has enhanced the play and learning environment and experiences she provides for children. Children benefit from a designated playroom that is well organised, which helps to motivate children in their learning. This helps to improve the outcomes for children.
- The childminder is motivated to develop her service. She and her assistants complete mandatory training to ensure their knowledge and skills are up to date. The childminder supervises her assistants and models good practice and they are motivated to continue with their professional development. She continually reviews the work of her assistants and has developed successful supervision arrangements that have a strong focus on improving skills and identifying any training needs. The childminder develops effective relationships with other professionals. For example, she discusses her practice with other childminders and makes good use of local networking groups and training to support her continuous professional development.
- The childminder and her assistants understand how children learn. They observe children and identify what they need to learn next. The childminder and her assistants assess children's development and incorporate their interests into planned activities. They share children's progress with parents promptly. This

helps parents to extend children's learning at home. All children make good progress in their learning and development from their starting points.

- The childminder helps children to gain good early mathematical skills. Children are challenged effectively to count and use mathematical language to describe shapes and size. The childminder supports children's early literacy skills successfully. For instance, children are inspired by a range of print and literature in the environment. They engage in various opportunities to practise their early writing and give meaning to the marks that they make. This helps to prepare children for the next stage in their learning.
- The patient and kind childminder interacts with children and supports their communication and language skills very effectively. She listens well and extends their vocabulary. The childminder continually talks to the children, describing what they are doing, and clearly emphasises key words to help enhance their understanding and speaking skills.
- Children are inquisitive and confidently move around the childminder's home, exploring the ample plastic resources on offer. Although the childminder demonstrates a good understanding of the curriculum, she does not provide a wide range of natural resources to broaden children's sensory experiences.
- Parents are very positive about the care the childminder and her assistants provide. They say how well the childminder and her team support their children with their independence skills and that they enjoy the 'fantastic set up' and 'multitude of activities' the children engage in. Parents say that the childminder always communicates effectively and shares information with them about their children's learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is very confident in her responsibility to safeguard children. She clearly knows how to respond to any concerns about their welfare. The childminder fully understands what to do in the event of an allegation being made against her or her assistants. She continually keeps up to date with wider safeguarding issues, including being aware of children who may be at risk of radicalisation. The childminder ensures documentation is well organised, such as policies, procedures and risk assessments, to support the efficient running of the setting. She securely understands the importance of safer recruitment for her assistants to make sure they are suitable to work with children.

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

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

- provide a wider range of natural objects to enrich babies' and younger children's sensory exploration.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                     | EY463490  |
| <b>Local authority</b>                             | Kent  |
| <b>Inspection number</b>                           | 10075477  |
| <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 at time of inspection</b> | 1 to 10   |
| <b>Total number of places</b>                      | 15  |
| <b>Number of children on roll</b>                  | 25  |
| <b>Date of previous inspection</b>                 | 24 February 2016  |

## Information about this early years setting

The childminder registered in 2013 and lives in Minster on Sea, in Sheerness, Kent. She operates her service Monday to Friday from 7.30am to 5.30pm, all year round. The childminder receives government funding for the provision of free early education for children aged three and four years. She has two assistants registered to work with her. The childminder holds a degree in English and a relevant early years qualification at level 3.

## Information about this inspection

### Inspector

Kimberley Luckham

### Inspection activities

- The inspector looked around the areas of the childminder's home used for childminding, to assess the safety and suitability.
- The inspector observed a range of activities and asked the childminder about her curriculum for children, to evaluate the quality of education.
- The inspector reviewed documents including the childminder's first-aid certificate, a sample of policies and procedures, and children's records.
- The inspector had discussions with the childminder at intervals during the inspection to check her understanding of the early years foundation stage requirements.
- The inspector spoke to the children and looked at written feedback from parents to assess their views on the provision.

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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