

Childminder report

Inspection date: 2 March 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

The childminder develops children's love of reading. She reads a variety of age-appropriate books that capture their interest. Children listen well and focus for long periods of time. They enjoy turning the pages of the book as the childminder reads to them. The children are beginning to learn that print carries meaning.

The childminder is dedicated to supporting children to learn about nature and their local community. She takes them to groups to meet with other children as well as attending regular swimming sessions to develop valuable life skills. The children are excited to learn the names of the birds they see at the nature reserve, as well as helping to feed the chickens in the childminder's garden and collect their eggs. They have a wealth of experiences to help support them to learn about the world around them.

Children have formed strong bonds with the nurturing childminder. Their behaviour is good and appropriate to their age. The childminder has clear rules and boundaries in place to help children to develop a sense of right and wrong. She teaches children how to manage risks in the environment to help them to keep themselves safe. For example, she encourages children to climb trees and see how high they can comfortably climb. Children are confident and feel safe.

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

- The childminder has a good understanding of the early years foundation stage and plans activities to cover all areas of learning. She completes observations of children and evaluates these to help her to track children's progress. The childminder knows the importance of supporting all children to make progress in their learning. She understands how to support children with special educational needs and/or disabilities (SEND) and those who have English as an additional language.
- The childminder provides an environment which focuses on supporting older children to learn. There is a wide range of resources, toys and equipment on offer. However, the way in which the environment is set out does not effectively support younger children to make informed choices in their play.
- The childminder continues to review and evaluate her practice well. She works closely with other practitioners to help her to develop her role and share ideas to support good practice. She has a secure understanding of how to support older children to learn and develop the skills they need for their future. However, she does not have a detailed knowledge of how younger children learn and develop. As a result, the intent for the curriculum she plans for younger children is quite ambitious.
- Children are given plenty of opportunities to learn about how to lead a healthy

lifestyle. For example, children are learning about germs and the importance of washing their hands at appropriate times, such as after touching the dog and before meals. Children take part in outdoor play regularly to make sure they get plenty of fresh air and exercise. For example, they play in the garden and visit local parks where they can run around and use play equipment to develop their muscle strength and coordination skills.

- The childminder has established good working relationships with parents. Parents receive regular communications about activities children have enjoyed and their achievements. For example, the childminder uses online messaging and electronic tracking systems to update parents throughout the day. She works with other settings children attend to help support and provide a continuity of care and learning.
- Children are independent and enjoy trying things for themselves. For example, younger children confidently feed themselves and are learning how to drink from a cup. They are eager to learn self-care skills as they begin to dress themselves.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role in safeguarding children. She can clearly describe the signs she needs to be aware of that may indicate a child is at risk of harm. The childminder receives regular updates from the local authority to make sure she knows what to do if she has any concerns about a child's welfare. She completes regular safeguarding training, which includes the wider aspects of protecting children, such as radicalisation and child exploitation. The childminder talks to older children about online safety to help ensure they know how to keep themselves safe. This helps her to maintain 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:

- review and improve the way in which the environment is set up to ensure it meets the needs of the younger children
- build on professional development to help raise the standards of teaching for younger children to the highest level.

Setting details

Unique reference number	EY367078
Local authority	Medway
Inspection number	10071676
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 7
Total number of places	6
Number of children on roll	4
Date of previous inspection	2 October 2015

Information about this early years setting

The childminder registered in 2008 and lives in High Halstow, near Rochester, Kent. The childminder operates her service from Monday to Friday, from 8am to 6pm for most of the year.

Information about this inspection

Inspector

Sara Garrity

Inspection activities

- The childminder explained how she organises the environment indoors and outside, and informed the inspector about the trips and outings she takes the children on.
- The inspector read letters from parents and older children to gain their views on the service they receive.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The childminder explained to the inspector how she monitors children's progress and plans for their individual needs.
- The childminder gave feedback to the inspector on the learning taking place as the children engaged in a variety of activities.

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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