

Childminder report

Inspection date: 19 May 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are very happy in the childminder's home. They develop strong bonds with the childminder, which supports them to settle well and to explore and play with confidence. The childminder sensitively responds to children. She engages with them with warmth and enthusiasm, playing alongside and talking to them to support and encourage their learning.

Children have good opportunities to make independent choices as they select from the wide range of resources and follow their interests in the carefully organised playroom. They become absorbed in imaginative activities. For example, children enjoy pretending to shop at the role play supermarket and recall their own real-life experiences with confidence. Children develop good early literacy skills. They enjoy exploring books and the childminder provides them with props to help bring stories to life. The childminder places a sharp focus on children's communication and language development. She is an effective role model. For example, she introduces children to a wide range of new words during their play. This supports children's growing vocabulary.

Children behave well. They are encouraged to share and take turns effectively. The childminder praises children in a consistent and meaningful way that increases their self-esteem and emotional well-being.

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

- Overall, partnerships with parents are good. Parents report that they find the childminder 'patient and kind' and appreciate her daily visits with the children to the local parks and places of interest. The childminder shares information with parents about their children's progress and makes some suggestions on how they can support this at home. However, she has not extended this fully, for instance by encouraging them to promote children's love of reading.
- The childminder is committed to ongoing improvements. She regularly reviews her practice and adapts her provision to help make positive changes. She attends regular training and seeks advice from other professionals, to help keep her knowledge up to date and to further develop her professional practice.
- The childminder provides outdoor physical activities for children, such as ball games and ride-on toys. However, she does not fully consider the needs of children who prefer to learn outside.
- The childminder supports children to lead a healthy lifestyle. She encourages them to be physically active and ensures they follow good hygiene routines, such as washing their hands before mealtimes. The childminder promotes children's awareness of healthy food choices. For example, the children sing along with the childminder about fruit and vegetables and count their five fruit

and vegetables as they go through the day.

- Children learn about people, places, religions and customs as they are provided with a range of books, displays and resources about people's different ways of life, abilities and traditions. This helps children to acknowledge different festivals and cultures. They meet other children and adults when they socialise in groups and learn to respect their differences.
- The childminder uses her ongoing observations to understand children's level of achievement, interests and learning styles. She incorporates their next steps in learning into her planning. This has a positive impact in developing children's knowledge and skills across all areas of learning.
- The childminder supports children's mathematical development well. She encourages children to count routinely and consider quantity within their play. For example, she challenges them to find different amounts of objects they are playing with. For older children, the childminder challenges them even further. For instance, she introduces the concept of money during their shop role play and asks children to work out simple addition sums. The childminder prepares children well for the next stages of their learning, including starting school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role in safeguarding children. She demonstrates a strong knowledge of the signs and symptoms which may indicate that children are at risk of harm. The childminder completes regular training to refresh her safeguarding knowledge, which includes wider safeguarding issues such as radicalisation. She has a detailed safeguarding policy with relevant contact numbers that she can access when necessary. The childminder regularly assesses her home to ensure she provides a safe environment for children to play.

What does the setting need to do to improve?

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

- consider further ways to help parents to support and extend their children's learning at home
- increase opportunities in the outdoor environment and provide children with a range of activities across all areas of learning, particularly for those who learn best outside.

Setting details

Unique reference number	EY562005
Local authority	Kent
Inspection number	10191004
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in Ramsgate, Kent. She offers care at various times throughout the week. The childminder holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Kimberley Luckham

Inspection activities

- This was the first routine inspection the setting received since the 2020-21 COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector looked at a sample of documents and certificates.
- The inspector spoke to the childminder and children at various points throughout the visit.
- The inspector took account of the views of parents through written feedback.
- The inspector held a discussion with the childminder to understand how the early years provision and curriculum are organised.
- The inspector observed the childminder to assess the impact of the teaching and learning.

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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