

Childminder report

Inspection date: 19 May 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
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 happy, are constantly engaged and are confident in the childminder's care. They demonstrate extensive independent skills. They decide where they want to play, what with and for how long. Children now say 'goodbye' to their parents at the door due to Covid-19 (coronavirus) pandemic safety procedures. The childminder has noticed the positive impact this has had on children, who settle and engage in their play with their friends more quickly.

Children feel very safe with the childminder and her assistant. They have close relationships because the childminder has provided a familiar, consistent and secure provision for children and their families during the pandemic. This has helped children to feel secure during this unusual time. Children show a lot of care towards their peers and adults, for example, asking adults to move aside so that children can ride past safely on their balance bicycle. Children know how to promote their health extremely well. The childminder has successfully installed very effective hygiene practices into their routine without invoking anxieties about the pandemic.

Children's vocabulary is constantly developing. They use complex sentences and words. The childminder uses children's interests to introduce new words into their everyday play. For example, children ask what a junction is when the childminder uses it in a story about following a map.

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

- Children are extremely aware of the importance of good hygiene and health practices. They talk openly about healthy foods and drinks, and they remind others about the effect of exercise on their bodies. For example, children find their drinks and remind others to drink water after dancing activities. Children show a confident knowledge of good hygiene routines, especially those linked to Covid-19 procedures. They talk about germs and how to wash their hands effectively. The childminder supports this well with clear explanations and displayed information. Children talk confidently about keeping themselves safe in the sun with hats and with sunglasses because the sun is hurting their eyes.
- The childminder knows the children well and successfully uses their interests and curiosities to enhance their learning. She builds on their existing strengths to develop their confidence and to focus on their learning.
- Children thoroughly enjoy exploring with natural materials. For example, they explore puddles on the way home from school. They take care of caterpillars, watching them change to butterflies. They learn about growth by planting seeds and by watching the sunflowers grow.
- Children show high levels of pride in dressing themselves and in changing their

clothes. The childminder has given them the tools to work out how to put coats on themselves using a flipping action. They confidently find the shoe for the correct foot and manage to tighten fastenings before going outside.

- The childminder uses effective questioning and gives children time to absorb questions and respond. She makes good use of books linked to children's interests to extend their vocabulary. She tests their understanding through questions and through the use of new words. Children confidently ask what words mean. They show their understanding of their new vocabulary by using it in expressive speech.
- The childminder recognises the next stages in individual children's learning and provides parents with some ideas and suggestions to support these at home. However, the suggestions do not always fully promote children's learning through purposeful play and through daily routines.
- The childminder has developed close working partnerships with parents. She works closely with the assistant to provide a consistent approach to children's care and learning. Parents provide positive comments about children's progressive development and appreciate the support from the childminder to help close gaps in children's learning.
- The childminder provides experiences for children that they may not always gain at home. Children regularly visit the beach and the animal parks, and they use public transport. This helps extend and enrich children's lives. Children learn to appreciate each other's interests and to respect how their friends play, giving each other time to complete their play to their own satisfaction.
- The childminder does not always fully support and extend children's understanding of letters, sounds, numbers and amounts through play and routine activities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very clear understanding of safeguarding procedures and ensures these are successfully implemented. She has a confident knowledge of what to do if she has a concern about a child in her care. She provides her assistant with information and training to promote a consistent approach to safeguarding children. She shows a confident awareness of safety for children within her community and has implemented meticulous practices to help children to keep themselves and others safe, in light of the Covid-19 pandemic. The childminder carries out daily risk assessments and makes immediate changes to the children's play environments, if any risks towards individual children are identified.

What does the setting need to do to improve?

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

- extend children's understanding of simple problem-solving, numbers, letters and sound through everyday play and planned activities
- help parents to fully understand the importance of purposeful play to help enhance children's ongoing learning at home.

Setting details

Unique reference number	EY559845
Local authority	Kent
Inspection number	10190412
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	0 to 11
Total number of places	6
Number of children on roll	21
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018. She lives in Sittingbourne, Kent. The childminder operates all year round, Monday to Thursday, all day, except for bank holidays and planned family holidays. The childminder works with an assistant two days a week. The childminder and the assistant hold early years qualifications to level 3.

Information about this inspection

Inspector
Claire Parnell

Inspection activities

- This was the first routine inspection the setting received since the 2020-21 COVID-19 pandemic. The Inspector discussed the impact of the pandemic with the setting and has taken that into account in her evaluation of the setting.
- The childminder and the inspector completed a learning walk together to discuss the curriculum provided for the children attending.
- The inspector carried out a joint observation with the childminder.
- Children spoke to the inspector about the activities that they enjoy the most.
- The inspector sampled the childminder's documentation, including suitability checks of household member and the childminder's assistant.

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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