

Childminder report

Inspection date: 27 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 greeted warmly with a big cuddle from the kind and welcoming childminder. They quickly settle into the safe and secure environment. They chatter happily and listen with interest to their friends and the childminder as they play. The childminder acts as a good role model for children's positive behaviour. They learn how to be kind, take turns and play cooperatively together. The childminder understands children's verbal and non-verbal communication well. Children express their wishes and needs knowing that she will respond quickly and appropriately. They grow in confidence throughout their time in the setting.

Children benefit from lots of opportunities to develop their physical skills. For instance, they delight in showing off their yoga moves, spend time playing in the garden or taking walks to the park and shops. Children pour, mix and write recipes as they enjoy regular cooking activities. Parents value the support offered to them and their children by the childminder. One parent observed, 'We feel incredibly lucky to have found her'. They share daily information about the children, which the childminder uses well to ensure that all children benefit from continuity in their care and learning.

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

- The childminder regularly reads children's favourite books to them with good expression. She supports young children to turn the pages and notice what is in the pictures. This helps children to develop a love of books and reading. The childminder promotes children's communication and language skills throughout their time with her. For instance, she models and repeats words for young children to copy. Children show their delight in stories as they wiggle with glee and break into singing. The childminder seeks out books that will engage all the children. For example, she read a book about getting married for a child when their parents got engaged.
- The childminder threads mathematical language naturally through her play with the children and uses everyday activities to support children's mathematical learning. For example, children practise weighing and measuring ingredients for their cooking and compare the size of bricks as they play. The childminder teaches children about modern technology, for example when she models how to use the computer to look up new recipes.
- The childminder supports children who are learning English as an additional language well. For example, she finds songs and rhymes in the children's languages and shares these with all the children. She takes the time to learn key words in children's languages and uses this information to support them to learn the English equivalents.
- The childminder works diligently with parents and other professionals to support

children with special educational needs and/or disabilities (SEND). For instance, she invites speech therapists into her setting and follows their guidance. Parents report that the childminder's committed attention to their children's SEND supports their children's good development. She is determined that all children will thrive in her setting.

- The childminder is very ambitious for her setting. She completes regular training and uses this to reflect on her practice. The childminder works well with others involved in the children's education. She regularly shares information with other settings that children attend and uses this information to enhance children's experiences and build on their learning.
- The childminder supports children to make decisions about their own needs. For example, she encourages children to express when they are hungry and choose what they want to eat. However, she misses opportunities to build on young children's independence, such as teaching them to wash their own hands.
- The childminder makes ongoing assessments of what the children know and can do. She uses these to plan activities to extend their learning. However, the childminder does not always check what children have learned. For instance, when teaching young children their colours, the childminder does not check that the children have securely learned the colours she has taught.

Safeguarding

The arrangements for safeguarding are effective.

The childminder updates her safeguarding knowledge through regular training. She has a sound understanding of safeguarding and child protection, including who to contact should she have concerns. She is clear about the signs and symptoms which may indicate a child is at risk of harm and understands wider safeguarding concerns, such as the 'Prevent' duty, 'county lines' and female genital mutilation. She works with the local school to share information with parents about online safety and implements robust online safety measures in her setting. The childminder demonstrates a commitment to her responsibility to safeguard children.

What does the setting need to do to improve?

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

- develop her assessment of what children know and can do, in order to more effectively plan for children to make progress in all areas of learning
- take every opportunity to help children to develop their self-care and independence skills.

Setting details

Unique reference number	EY557141
Local authority	Medway
Inspection number	10175091
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	1 to 11
Total number of places	5
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018. She lives in Strood, Kent. She offers care Monday to Friday from 7am until 7pm, all year round. The childminder is in receipt of funding to provide free early education for three- and four-year-old children.

Information about this inspection

Inspector

Terrie Simpson

Inspection activities

- This was the first routine inspection the setting received since the 2020-21 COVID-19 (coronavirus) pandemic. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector completed a learning walk together.
- The inspector observed the childminder engaging with the children. She took account of the children's learning and discussed this with the childminder.
- The inspector sampled a range of the childminder's documentation, including her paediatric first-aid certificate.
- The inspector tracked the experiences of children.
- Parents' comments were considered through discussions and written representations.

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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