

Childminder report

Inspection date: 16 June 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 enjoy their time with the childminder, responding warmly to her and to the welcoming environment. They are inquisitive and relish opportunities to explore indoors and outside. Children participate in many activities in the well-organised and exciting outdoor environment. For example, they climb on different structures and pedal various ride on toys, developing their physical skills.

Children learn to manage their own feelings and behaviour well and the childminder supports their personal needs effectively. For instance, the children use an 'emotions wheel' to express their feelings. They engage in meaningful conversations with the childminder about how they are feeling and why. They have close, trusting relationships with the childminder who they respond to positively.

Children show an interest in books from an early age, often reading along with the childminder. Older children enjoy reading their favourite books to the childminder and their peers. They enthusiastically spot interesting things within the book illustrations and discuss what they can see. Children ask detailed questions and recite parts of the book that are familiar to them. All children sustain attention as they listen carefully to the childminder reading stories.

The childminder has high expectations for children's behaviour. They behave well and use good manners. Children 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 has a good knowledge of where children are in their learning and development. She regularly assesses and monitors children's progress. This enables her to recognise promptly if there are any gaps in their learning and implement strategies to ensure these are swiftly closed. She interacts well with the children to successfully support their progress. However, the implementation of her mathematical activities such as encouraging children to count is not as effective.
- Children develop their independence. The childminder provides them with various opportunities to complete age-appropriate tasks for themselves. For instance, she encourages children to pour their own drink from a jug at snack time. Children make independent choices in their play based on their individual interests. Older children can dress and undress independently when exploring the dressing-up clothes and help their friends to put their shoes on the right feet. These opportunities ensure children develop a good range of important skills in preparation for starting school.
- The patient and kind childminder interacts with children and supports their

language and literacy 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. Older children use a wide range of vocabulary. For example, they use words such as 'camouflage' to describe the way something looks.

- Parents are very complimentary about the childminder's service. They feel that their children are safe and that they are supported well in their learning. The childminder adapts her communication methods to suit each family and their requirements. She keeps parents well informed about the progress their children make. The childminder discusses any challenges with them and offers them advice and support when required. This helps to provide children with continuity in their care.
- The childminder reviews her activities and resources regularly. She checks that she is offering children a variety of opportunities that helps to promote their learning and prepare them for the future. The childminder ensures that statutory training is updated. However, she has not explored ways to further extend her knowledge, to continually raise the quality of her teaching.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge updated regularly through attending training courses. She can confidently identify the signs and symptoms that may indicate that a child is at risk of harm. The childminder keeps well informed about her local safeguarding procedures and knows who to contact if she has any concerns. She ensures children are continuously supervised while in her care. The childminder assesses the safety of the learning environments to identify and eliminate any potential risks.

What does the setting need to do to improve?

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

- consider how the curriculum is implemented to ensure greater emphasis on mathematics
- explore more ways to broaden skills and knowledge, to continually enhance the quality of teaching.

Setting details

Unique reference number	EY562506
Local authority	Kent
Inspection number	10191096
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 5
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in Whitstable, Kent. She operates Tuesday to Friday between 7.30am to 6pm, for most of the year. The childminder has a level 3 childcare qualification.

Information about this inspection

Inspector

Kimberley Luckham

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- 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 childminder and inspector had discussions at intervals during the inspection to check the childminder's 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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