

Childminder report

Inspection date: 30 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 are very happy in the childminder's care. They have close and secure relationships with her. For example, they confidently explore the space available to them. They independently extend their play, finding additional resources to further their ideas.

The childminder promotes children's understanding of mathematics extremely well. Numbers, colours, shapes and size are woven into all conversations, play and experiences. For example, children match coloured sticks and put them in the corresponding pot. They count how many there are in each pot and work out one more or less. The childminder understands the importance of relating mathematical concepts to everyday activities. For example, recognising numbers on cars and front doors.

Children lead the play, inviting the childminder to join them. The childminder uses effective questions to challenge and help make children think for themselves. The childminder uses familiar routines and repeated activities to help increase children's concentration and focus. Children are confident to explore new experiences and extend their interest as the day continues. For example, children start to complete a complex puzzle, they complete some of it, leave to play elsewhere and return later to complete the puzzle. Children develop social skills and positive behaviour. They say please and thank you, and show respect and care towards others.

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

- Children use complex language to express themselves through play and to make their needs known to the childminder. The childminder celebrates children's home languages well through everyday care and conversations. Children respond to the childminder's questions with full sentences. The childminder successfully introduces new words to children's play continuously, resulting in children using the words later in the day.
- Children show good imaginations, using their knowledge of fantasy characters in their play. They confidently make animated noises linked to the resources they are using. For example, different car noises for different vehicles and for animals.
- The childminder extends children's experiences by using public transport and visiting local places and further afield. For example, using the train and buses to go to the seaside.
- The childminder has a positive attitude towards training and developing her professional knowledge. She is completing further qualifications and uses knowledge gained from training to influence her childminding practice. She carefully enhances children's experiences by introducing new ways of working

that relates to their individual needs.

- Children are aware of their own safety. They know where they can play and enjoy the freedom of extending their play to those areas. They understand hazards and wait for the childminder to supervise them to additional areas. For example, children ask to feed the fish and wait for the childminder to remove the secure barrier to the pond.
- Children feel good about their achievements. They show delight in naming letters and sounds successfully, using the songs and rhymes that the childminder has introduced. The childminder celebrates this through claps, cheers, laughs and smiles. This helps increase children's enthusiasm to learn further.
- The childminder recognises that the COVID-19 (coronavirus) pandemic has impacted on children's social play. They have not been able to attend local groups. The childminder focuses children's play on negotiating and cooperating with others and with the childminder. She encourages children to use good manners and to have an awareness of other children's feelings. For example, children take turns in their play and openly give hugs to their friends and the childminder.
- The childminder uses her knowledge of children's interest to engage them in different types of play. For example, she encourages children to find three-dimensional vehicles and to match them with pictures of two-dimensional vehicles. However, she does not always use her knowledge of how each child likes to play and learn to extend their development further. For example, she recognises that some children place resources in lines and rows and like to repeat play continuously. She does not use these observations to entice children into more-complex challenges in their learning.
- The childminder works closely with parents to provide a consistent approach to their childcare and learning. She shares ideas and suggestion with them on a regular basis as to how to promote their learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a confident knowledge of effective safeguarding procedures and practice. She is very aware of signs and symptoms of abuse and how this links to children's behaviour and play. She has relevant documentation in place to demonstrate her ongoing suitability to care for children in her home. She is very aware of promoting children's safety and allows children to extend their play and independently explore their environment. The childminder promotes a strong emphasis on hygiene, especially with regard to COVID-19 safety procedures.

What does the setting need to do to improve?

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

- use observations of how each child learns to help support and extend their learning further.

Setting details

Unique reference number	EY562216
Local authority	Kent
Inspection number	10190905
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	2 to 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018. She lives in Sittingbourne, Kent. The childminder provides care all day on Monday to Friday, and for most of the year, with the exception of bank holidays and planned family holidays. The childminder is in receipt of funding for the provision of free early years education for three- and four-year-old children.

Information about this inspection

Inspector

Claire Parnell

Inspection activities

- This was the first routine inspection the childminder 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 childminder and the inspector completed a learning walk together to discuss the curriculum used to promote children's learning.
- Children spoke to the inspector about the activities they like to do.
- The inspector sampled the childminder's documentation, including suitability checks for the household and children's records.
- The childminder shared parents views with the inspector.

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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