

Childminder report

Inspection date: 14 July 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
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 a variety of engaging and challenging activities and learning experiences that the childminder plans for them. For example, children explore different ways to play with water as they use interesting items, such as pumps to squirt the water on to drawn on targets. Children are interested in dinosaurs, they read a book about dinosaurs to learn about them and their correct name. Children develop a good understanding of healthy lifestyles. They are excited to grow their own vegetables, such as tomatoes, and eat them for snack. Children have a wide range of opportunities to develop their physical skills and confidently move in different ways. For instance, they climb trees, ladders and hang onto bars. There are lots of opportunities for children to learn about other countries and cultures from around the world. For example, they take part in a project where they regularly get sent postcards from different countries around the world containing facts about that country. Children learn about festivals that other cultures celebrate, such as Diwali. Children visit a wide range of places to extend their learning. For instance, they take part in 'elephant' hunts using a map in the local town centre to find where they are hiding.

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

- The childminder evaluates her practice effectively. She considers the views of children and uses their feedback to support her future plans. For example, they talk about the activities they take part in and discuss what they enjoy and what they would do differently next time. The childminder is proactive in carrying out a wide range of training beneficial to her practice. For instance, she has learned about the different ways to evaluate and enhance her practice. The childminder has completed training and learned how to empower children and develop their independence. As a result, the childminder has arranged all resources on low level shelves to help maximise children's opportunities to be independent.
- The childminder establishes extremely secure and trusting relationships with all children. She gets to know their individual personalities incredibly well. Children have an excellent sense of belonging and positive levels of well-being, self-worth, and self-esteem. Children are exceptionally settled, happy, and confident at the setting. For example, they are extremely independent.
- The childminder has a good knowledge of all areas of learning. She provides all children with engaging learning opportunities to help them make good progress. Overall, the childminder supports children to develop skills to support their future learning well. For example, children develop good early reading skills, as they find letters hidden around the room to create their name. However, the childminder does not consistently build on children's interest in mathematics to extend their learning even further. For instance, a child is interested in the numbers they can see on a syringe during water play. The childminder does not

extend on the interest to include and discuss numbers, counting, and measurements during the activity.

- The childminder establishes positive relationships with parents. She keeps them well informed and involved in their children's learning. Each day, the childminder shares photographs of the children's achievements and what they have enjoyed doing. The childminder shares resources for children to enjoy at home, such as their favourite books.
- Children develop exceptionally good social skills. Their behaviour is impeccable and they are extremely kind, empathetic, and polite. For example, children help each other to complete tasks and encourage each other by saying 'you can do it'. Their attitude to learning is outstanding. When they can not complete a task straight away they keep trying hard until they succeed.
- Children have good opportunities to be imaginative. They enjoy making up their own stories as they play with the fairies in the fairy tree and the firefighters in the fire truck. Children are confident to share their ideas.
- The childminder supports children to communicate their thoughts with confidence. She asks children good thought-provoking questions. However, she does not consistently give them enough time to think and then answer, to extend their communication skills even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of safeguarding and child protection. She knows who to contact to seek support and advice regarding any potential safeguarding concerns. The childminder keeps her knowledge up to date. For example, she carries out regular research and training. The childminder effectively risk assesses to ensure her home is safe. She is following good safety and hygiene practices. For example, there is a more thorough cleaning routine in place for children's resources. Children learn how to keep themselves safe and manage risk. For instance, when they climb trees in the woodlands, they are encouraged to think about how they will safely get back down.

What does the setting need to do to improve?

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

- strengthen the use of play opportunities to consistently extend and challenge children's understanding of mathematics
- build on the ways to communicate with children by giving them enough time to think and then respond to the good questions they are asked.

Setting details

Unique reference number	EY559665
Local authority	Kent
Inspection number	10190426
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 3
Total number of places	4
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018. She is located in Allington, Kent. The childminder cares for children from Monday to Thursday, from 8am to 5pm, all year around. The setting receives funding to provide free early education for children aged three years.

Information about this inspection

Inspector

Kelly Hawkins

Inspection activities

- This was the first routine inspection the childminder has received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in their evaluation of the setting.
- The inspector carried out a learning walk with the childminder. The inspector assessed the impact of the quality of interactions and the learning opportunities she provides children.
- The inspector viewed the indoor and outdoor learning environments. Written documentation was reviewed. This included safeguarding and child protection policies and procedures.
- During the inspection the inspector spoke to the childminder and children at convenient times and considered their views.

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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