

Childminder report

Inspection date: 4 August 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 have warm bonds with the kind and caring childminder. They feel safe in her company and enjoy plenty of cuddles and affection. Children have ample space to play and there is a wide range of resources to choose from, indoors and outdoors.

Children listen carefully to the childminder and respond to her guidance. They are calm, content and behave well. Children enjoy being independent and are confident when developing new skills. For example, young children focus intently as they learn how to walk down the garden steps and put on their own shoes. The childminder praises their efforts enthusiastically when they do things for themselves. This helps support children's self-esteem and self-care skills effectively.

Children build their communication and language development well. The childminder places a sharp focus on encouraging children's growing vocabulary. She is an effective role model. For instance, she introduces children to a wide range of new words, such as colours and the names of objects, like 'spoon' and 'egg', during their play.

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

- The childminder observes and assesses children continually. She uses this information successfully to plan for children's learning. The childminder organises activities that will build on their interests and next steps in learning and development. Overall, children are provided with a good mixture of play and learning opportunities across the curriculum. However, sometimes she misses occasions to help them count, such as through everyday routines, to extend their mathematical skills even further.
- The childminder evaluates her provision regularly to help identify and make effective changes to her provision. For instance, she has introduced more creative opportunities for children, in particular to explore paint in different ways. This supports better outcomes for children in her care.
- Children have plenty of opportunities for fresh air and exercise in the childminder's spacious garden. This supports their good health and their physical development. On arrival at the childminder's home, children eagerly go outdoors and become involved in their chosen activities. The childminder stands back and allows children to work things out for themselves before intervening with any necessary support.
- Partnerships with parents are strong. The childminder exchanges frequent information with them about children's progress. Parents comment on how well their children have settled with the childminder and recognise the progress the children have made in her care. For instance, parents enjoy sharing the special

books that the childminder makes for each child, with photographs and observations of their progress.

- The childminder ensures that the daily routine meets children's individual needs. She communicates with them clearly to help them understand what they will be doing next. This contributes to the smooth running of the setting. The childminder encourages children to develop good health and hygiene habits, such as drinking water regularly to stay hydrated and washing their hands regularly.
- The childminder finds out from parents about their children's sleep patterns, interests and abilities before they start. This helps new children to settle quickly and make the best possible progress.
- The childminder encourages children to be active. When she plays music, she shows them how to do actions to the song. Children clap their hands, roll their arms round and round and jump. This contributes to children's good coordination. However, the music plays repeatedly in the background, and distracts them from becoming fully focused during their play and learning. The childminder has yet to fully consider ways to organise activities to consistently maintain children's concentration and support their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge up to date. She knows the signs that would cause her concern about a child's welfare. The childminder keeps well informed about her local safeguarding procedures and knows who to contact if she has any concerns. The childminder completes thorough risk assessments to help identify and minimise any hazards in her environment. She supervises children's play continuously while in her care. This helps keep children safe from harm.

What does the setting need to do to improve?

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

- strengthen the organisation of planned activities to consistently maintain children's concentration and fully support their learning
- provide even more opportunities for children to develop their counting skills further.

Setting details

Unique reference number	EY560753
Local authority	Kent
Inspection number	10190928
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 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018. She lives in Gravesend, Kent. The childminder provides care Monday to Friday, flexible hours. She has a level 3 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 provider and has taken that into account in her evaluation of the setting.
- The inspector looked at a sample of documents and certificates.
- The inspector spoke to the childminder and children at various points throughout the visit.
- The inspector took account of the views of parents through written feedback.
- The inspector held a discussion with the childminder to understand how the early years provision and curriculum are organised.
- The inspector observed the childminder to assess the quality of education.

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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