

Childminder report

Inspection date: 26 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 are happy and secure with the caring childminder. They seek her out to play and have fun together. Children show high levels of confidence and self-esteem. They are eager to show visitors around the childminder's home and to point out areas in the garden that are of interest to them. For instance, they are delighted when they find slugs, caterpillars and stag beetles in the bug hotels that they have helped to make.

Children have good language skills. They use new words that are introduced by the childminder and explain how things work. For example, they talk about how to use a stethoscope to listen to people's heartbeats. Children have good independence skills. They dress themselves, wash their hands and manage their own personal hygiene. Children develop a range of skills; they use writing tools confidently to colour and to mark make. They proudly show their attempts to cut paper with scissors and to make large yoga movements.

Children are excited and fully engage in the wide range of activities provided for them. For example, they have opportunities to develop their smaller hand muscles when they squeeze tweezers to pick up cereals. They laugh continuously as they feed cereals to the small-world farm animals. The childminder has high expectations of what children can achieve. All children make good progress in their learning, including those who speak English as an additional language (EAL). Children are well prepared for their next stage, such as nursery and school.

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

- The childminder knows the children very well. She uses the information that she gathers through observation and assessment to help her to plan what she teaches them next. She uses activities and routines well to help children to develop their skills and understanding.
- The childminder takes time to prepare children for their activities. They choose the resources together and talk about what they have selected. The childminder skilfully introduces additional resources that show numbers and letters, which support children's understanding of how words sound and what numbers look like well.
- Children squeal with excitement as they find farm animals and match the babies to their mothers. They use their imagination and hide farm animals around the garden. During open-ended play, the childminder asks questions designed to encourage children to take part in two-way conversations.
- As a result of the COVID-19 (coronavirus) pandemic, the childminder made changes to some of the ways she operates. She greets children and parents at the front door with a brief exchange of information and uses an online system

throughout the day to communicate further with parents about their children's learning. Parents say that they are very happy with the information and support they receive from the childminder, which helps them to continue their child's learning at home.

- The childminder is a committed professional. She has attended some training to enhance her existing knowledge and is continually looking at ways to improve. She now needs to focus her training further to enhance children's learning experiences to an even higher level.
- Children learn about the importance of a healthy lifestyle. They are provided with opportunities to be involved with and make decisions about healthy snacks that they would like. They wash their hands ready for snack while discussing which fruits, either apples, bananas or grapes, they would like.
- Speech and language is modelled very well by the childminder. She consistently engages children in interesting conversations about a range of subjects. She encourages them to use language to share their thoughts and opinions. Children receive gentle corrections as she repeats back what they have said. Children enjoy listening to favourite stories read by her. They repeat the key phrases in the story and laugh along with the childminder.
- Children's behaviour is good. The childminder explains her 'rules' and uses these with children to help them to learn to manage their own behaviour and find solutions together. She is a good role model.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding and child protection procedures. She knows the signs and symptoms to look for that may be a cause for concern and who to contact, if necessary. The childminder's first-aid training is up to date, and she has ensured that suitability checks have been completed for all people over 16 years of age who live in the household. She knows how to report allegations about adults who work with children to the relevant agencies. The childminder has considered how she would handle wider safeguarding issues, such as concerns about extremist views and gender-based violence. She completes daily checks to ensure the premises and the outdoor area are safe and secure.

What does the setting need to do to improve?

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

- focus training to help raise the quality of teaching and further support children's learning and development to a higher level.

Setting details

Unique reference number	EY557462
Local authority	Medway
Inspection number	10190309
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	3 to 3
Total number of places	4
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in Rochester, Kent. She operates for most of the year from 7am to 7pm, Monday to Friday. She has a relevant level 3 childcare qualification. The childminder provides funded early education to two-, three- and four-year-old children.

Information about this inspection

Inspector

Bev Boyd

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 her evaluation of the setting.
- The inspector carried out a learning walk with the childminder. She assessed the impact of the quality of interactions and the learning opportunities that the childminder provides.
- Written documentation was reviewed. This included safeguarding and child protection policies and procedures.
- The inspector viewed the indoor and the outdoor learning environments.
- During the inspection, the inspector spoke to the childminder and the 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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