

Childminder report

Inspection date: 14 October 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children play, learn and explore in a family environment, which the childminder plans successfully to enable children to gain skills for the future. They thoroughly enjoy their time with the childminder and her assistant. For example, children shared the play food with the assistant, who helped them to identify the vegetables. She extended their knowledge of foods that are good for you, supporting their awareness of healthy eating. They also explored that things from the oven would be hot and they might want to blow on their play food to cool it down.

Children are learning how to share and take turns, and receive effective support from the childminder to aid their learning. For instance, when minor incidents occur, the childminder calmly talks to the children using age-appropriate language. This helps them to learn about the consequences of their actions and the impact on others. Children show that they feel safe and secure in the care of the childminder and her assistant. Children go to them for support and reassurance, knowing that this will be given compassionately. For example, a child became tired, approached the childminder and was warmly cuddled until they were fast asleep.

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

- The childminder has a clear vision for her setting and has well-targeted plans for improvement. For example, she recently evaluated her practice and identified areas to develop, such as her observation and assessment process. This has enabled her to strengthen her knowledge and refine how she assesses any gaps in children's development. The childminder recently recruited an assistant to work with the children. She has not yet refined plans for the continuing support of the assistant to increase her knowledge of how children learn and develop.
- Children take part in activities that they initiate and also those that the childminder plans. For example, they enjoy learning about autumn and the conkers that fall from the tree. Together they looked at the 'prickly' cases and the conkers inside. However, the childminder does not always clearly set out the activity to children and some are distracted. This does not help to enhance children's interaction and involvement in the activity and to extend their levels of concentration.
- The childminder fosters good relationships with parents. She holds initial meetings with them to gather developmental information, so that she can support children's needs from the start. The childminder uses differing methods to communicate with parents in ways that suit everyone involved.
- Children thoroughly enjoy singing sessions and become fully involved and animated. They join in with the actions and clap their hands and cheer at the end of each rhyme. This enhances their speaking and listening skills as well as

their physical well-being.

- The childminder knows the children in her care well. She plans an effective curriculum based upon what children need to learn next. The childminder identifies any potential gaps in children's learning promptly to help ensure that they do not fall behind in their development. She fully understands the importance of working with other professionals and staff at settings that children may attend.
- Children follow simple instructions from the childminder. For example, they show great physical skills as she asks them if they can 'twirl like a ballerina' and then challenges them to do so on their tip toes. She then provides clear directions, such as to 'stop' and 'go', which they follow with ease.
- The childminder provides an inclusive setting. She embraces children's heritages within her provision and welcomes parents' involvement in this. For example, children sample foods from around the world, helping them to expand their awareness of cultures and celebrations that may differ from their own.

Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly enhances her knowledge of safeguarding, to ensure that she has up-to-date information to protect the children in her care from harm. She has a secure knowledge of the wider aspects of safeguarding and how to refer any concerns about a child. Her assistant understands her role and responsibilities in safeguarding children and knows how to refer any concerns she may have about a child or adult. The childminder follows safer recruitment procedures and understands the requirement to notify Ofsted of significant events.

What does the setting need to do to improve?

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

- continue to support the assistant's professional development to strengthen their knowledge of children's learning and development
- set out the purpose of activities more effectively to help enhance children's interaction and involvement from the start and to build good levels of concentration.

Setting details

Unique reference number	EY402624
Local authority	Kent
Inspection number	10209523
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 8
Total number of places	12
Number of children on roll	6
Date of previous inspection	12 December 2018

Information about this early years setting

The childminder registered in 2010 and lives in Minster on Sea, Sheerness. She holds a qualification in childcare at level 3. The childminder operates Monday to Friday from 8am until 6pm, all year round. She works with an assistant.

Information about this inspection

Inspector

Helen Penticost

Inspection activities

- This was the first routine inspection the setting received since the 2020-21 COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation.
- The childminder and the inspector completed a learning walk together.
- The inspector carried out a joint observation with the childminder and interacted with children.
- The inspector observed interactions between the childminder, her assistant and children.
- The childminder provided the inspector with a sample of key documentation on request.

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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