

Childminder report

Inspection date: 10 November 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 enjoy their time spent with the caring childminder and her assistant. Children feel happy, safe and at ease. They make strong and trusting bonds with the childminder, her assistant and each other. Children enjoy playing together and learn valuable social skills. They are excited by and fully engage in the wide range of activities provided for them. Children have opportunities to develop their smaller hand muscles and large physical skills, in preparation for writing. For example, they work together to move a wheel barrow to collect snails on a snail hunt and move pieces of pretend road and sand to make a race track.

There is a strong focus on outdoor play and children develop a great enthusiasm to explore and learn about the world around them. For example, children learn how to blow different sized bubbles and collect water to make puddles, which they excitedly splash in. All children, including those with special educational needs and/or disabilities, make good progress and gain the skills they need in preparation for school.

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

- A welcoming and friendly atmosphere greets all children and their families. The childminder has remained open for some of the COVID-19 pandemic. She has agreed several changes with parents to help keep children safe, including strict arrival and dropping off rules.
- The partnership with parents is good. Parents are very happy with the service the childminder provides. They say that their children make good progress in her care, particularly with their speech, confidence, and behaviour. Daily messages in contact diaries help to ensure that parents remain well informed about children's learning and are used to share any updates about the care and safety of the children.
- Communication and language development is a strong focus of the childminder's curriculum and she supports this well. The childminder reads stories every day and narrates on the play of young children, repeating their speech back clearly. She models new language skilfully to children. For example, as children play with a set of teeth, she introduces words, such as 'decay', which they go on to use in their play. The childminder and her assistant skilfully use sign language to help make everyone feel included and support those children with additional needs, so they can reach their full potential.
- The childminder and her assistant are positive role models and create a loving environment for children. They praise children's efforts warmly and value their ideas, helping them to feel cherished. Overall, children follow daily routines well. However, sometimes, the organisation and expectations of children during these times are unclear. The childminder does not always support and extend

children's learning during routines and, occasionally, children become distracted and restless.

- Children have good physical skills. Younger children proudly show their attempts to hop and jump, while older children mark make using chinks and brushes to form letters in their name.
- Children squeal with excitement as they find animals in a book and match the sounds they make to the animals. They use their imagination and use objects to role play their own stories, such as being a firefighter putting out fires. During open-ended play, the assistant asks questions designed to encourage children to take part in two-way conversations.
- The childminder is a committed professional. She has attended some training to enhance her existing knowledge and is looking at ways to support her assistants. However, she has not focused the professional development for herself and her assistants precisely on how to develop their knowledge, skills and practice to the highest level.
- Children learn about the importance of a healthy lifestyle. They are provided with opportunities to be involved with and make decisions about healthy food that they would like to eat. Children learn about the importance of choosing foods that are less sugary and why they need to brush their teeth as they chat to the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have an in-depth knowledge of child protection issues and local procedures to fully promote children's welfare. They recognise the signs and symptoms of abuse, including wider issues, such as gender-based violence and radicalisation. The childminder and the assistant supervise children closely. This protects children and helps them to develop confidence and responsible behaviour, which helps to keep everyone safe. The childminder effectively liaises with outside agencies, helping to support children and their families, when the need arises. The childminder completes daily checks to ensure her home and 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:

- build on the systems for supervision and professional development to strengthen skill sharing, knowledge and practice and raise the good quality of the provision higher
- support children to understand the expectations of daily routines, to help enrich their learning opportunities to be independent even further.

Setting details

Unique reference number	EY562106
Local authority	Medway
Inspection number	10190755
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	6
Number of children on roll	25
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018. She lives in Rochester, Kent. The childminder provides care from 7.30am to 6.30pm, Monday to Friday, throughout the year. She works with one full time assistant and one part time assistant. The childminder holds a level 6 qualification in early years education and her assistants have appropriate level 2 and 3 childcare qualifications. The childminder is in receipt of funding to provide free 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 received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning. She held discussions with the childminder to understand how she organises the early years provision and curriculum.
- The childminder and the inspector carried out a joint evaluation of an activity.
- The inspector spoke to children during the inspection. She also viewed written feedback from parents.
- The inspector observed areas used for childcare purposes, care routines and the activities taking place indoors and outside.

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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