

Childminder report

Inspection date: 16 November 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	Met
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What is it like to attend this early years setting?

The provision is good

Children are happy and settle well with the childminder. They engage in activities that the childminder has thoughtfully organised. The childminder follows the interests of the children and makes sure the resources available are suitable to their needs. For example, younger children explore sensory resources while older children role play with small-world animals. As a result, children show high levels of concentration.

Children enjoy learning to ride tricycles in the garden. The childminder reminds children how to do this safely. Younger children enjoy exploring how the long damp grass feels. Children learn the rules that the childminder has put in place and independently tidy up the bicycles before going inside. For instance, they ride them over to the fence and line them up for when they come back outside later. The childminder offers praise when children do this.

Children's knowledge of the world is supported well. They develop an awareness of sounds in the environment. For example, children stop and listen to the sound of sirens in the distance and decide if they think this is a police car or an ambulance.

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

- The childminder is proactive in developing her professional practice. She attends regular training sessions and webinars to help keep her knowledge up to date and has recently updated her safeguarding training. The childminder researches activity ideas to develop her practice with the different ages of children she cares for. For example, she recently introduced an activity for older children to raise their awareness of anti-bullying.
- The childminder communicates daily with parents and shares with them the progress their children are making. She kept in contact with parents during any periods of absence due to the COVID-19 pandemic. Parents feel well informed about their children's development and how they can support this further at home.
- The childminder knows what she wants children to learn. She supports younger children to develop their physical skills. For example, the childminder organises furniture to allow children who are not yet walking, to stand up and practise taking small steps. The childminder makes sure she is close by and praises children for their efforts. Children show delight in their achievements as they move from one chair to another.
- Children are given opportunities to develop their communication and language. For example, the childminder uses picture cards for children to identify the item and practise their speech sounds. The childminder asks children questions about the things they explore and comments on their play. However, she does not

leave children enough time to think and respond to the question she has asked. This has an impact on the opportunity for children to develop their language skills.

- Children behave very well. They demonstrate positive attitudes to learning and towards each other. Older children offer resources to younger children and happily share their play with them. The childminder supports children's social and emotional development well. She remains close by when children explore new resources and praises them when they do. The childminder comforts children if they get upset. For example, young children are offered a cuddle when they get slightly unsettled when she leaves the room momentarily. Children smile and respond positively to the childminder.
- The childminder monitors the progress the children make and shares her assessments with parents. She identifies if there are any gaps in children's development and how this can be supported. The childminder is aware of how to seek further advice from external agencies should this be required.
- Children enjoy being outside and have the opportunity to play in the childminder's garden, as well as going on local walks. Children's physical development is promoted well. Older children enjoy pushing dolls in pushchairs and going up the steps on the slide independently. The childminder holds younger children's hands and bounces them gently on the small trampoline. However, the opportunities offered to children outdoors does not fully support their learning across all areas.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands how to identify possible signs of abuse and knows how to report any concerns she may have. She has recently updated her safeguarding training and is aware of the procedures for the local safeguarding partner. The childminder is aware of her duty to prevent children from being drawn into radicalisation. She understands her responsibility to report any allegations made against herself or any household member. The childminder makes sure her home is safe for all children who attend and has made some adaptations to ensure the play area is safe for children.

What does the setting need to do to improve?

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

- allow children more time to process and respond to questions during interactions with them to further support their speech development
- review and enrich the outdoor learning opportunities to support children's learning outdoors.

Setting details

Unique reference number	EY410226
Local authority	Kent
Inspection number	10202093
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	0 to 6
Total number of places	5
Number of children on roll	5
Date of previous inspection	20 September 2018

Information about this early years setting

The childminder registered in 2010. She lives in Sittingbourne, Kent. The childminder works Monday to Friday, from 7.30am to 6pm, all year round. The childminder holds a relevant childminding qualification.

Information about this inspection

Inspector

Pippa Clark

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic. 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 sampled documentation, such as certificates, policies and children's information.
- The childminder and the inspector took part in a learning walk at the start of the inspection to find out what she intends children to learn about.
- The inspector and the childminder took part in a joint observation to find out how she evaluates her practice.
- The inspector spoke to children throughout the inspection and gained the views from parents.

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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