

Childminder report

Inspection date:

23 November 2021

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

All children display superb behaviour and social skills, following the strong role modelling of the childminder and her assistants. They spend their day laughing and chatting happily with their friends and trusted carers. Children play extremely cooperatively. They offer each other compliments and demonstrate very mature levels of patience if they need to wait for their turn. Children also show that they care about the staff as they ask an assistant, with genuine concern, if her 'sore foot' is better.

Children are enthusiastic learners, eagerly taking part in the broad range of interesting and challenging activities provided. For example, the youngest children show remarkable determination as they successfully use glue spreaders and stick down small pieces of paper. Older children have fun exploring mathematical games. They listen to, and follow, the rules of the games as they count, predict quantities, and begin to use simple addition and subtraction. Outdoors, children move with coordination and control as they operate and steer ride-on toys. They use the knowledge gained during a focus on road safety to operate a set of traffic lights to avoid a 'traffic jam'.

The skills that children gain, as well as their confidence and positive attitudes, prepare them well for their future learning.

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

- The childminder and her assistants work very effectively together. This creates a wonderfully warm, caring atmosphere. Staff have ambitious aims for each child and plan activities that offer a good level of challenge.
- All of the adults working in the setting are very skilled at extending children's learning and enjoyment through their interactions. For example, babies form strong bonds in response to the high level of care and attention they receive. Older children ask questions and make suggestions, confident that they will be listened to.
- Children's physical development is promoted very well. The childminder and her assistants use effective practices to help babies to learn to walk. They provide a lot of clear floor space and ensure that each area contains sturdy resources or furniture that children can use to pull themselves up. The garden space is used well for active play, and there are also regular outings to local groups. These provide children with opportunities to enjoy music and movement.
- The childminder and her assistants are extremely successful in promoting children's language. They speak clearly, introduce relevant vocabulary and model good conversational skills.
- The childminder organises exciting outings and events in the community and

surrounding areas. For example, children love to explore the vessels at the dockyard and to visit the nearby castle. The childminder fully understands the importance of challenging any discrimination and has some resources that reflect diversity. However, the opportunities for children to learn about the differences in society, to help them prepare for life in modern Britain, are not as strong as other areas of learning.

- Children enjoy learning a range of skills to support their creative development, such as colouring within lines, gluing and sticking. If children ask, adults are happy to set out art materials. However, these are not as invitingly presented as other resources and children have plenty to do exploring the resources that are easily accessible to them. The art activities set up by the childminder and her assistants tend to have a degree of adult direction as they are often linked to the focused learning themes. While these activities very successfully reinforce children's learning, they do not encourage them to explore their own creative ideas.
- Children's health is promoted well. They play and learn in a hygiene environment and develop good personal hygiene routines. For example, they wash their hands as they enter the house. Babies benefit from caring interaction as their care needs are met and their nappy changes are very positive experiences.
- Parents provide extremely positive feedback about the quality of the service they receive. They praise the childminder and her assistants, and report that their children are very happy and love attending.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her responsibility to keep children safe. She has an up-to-date knowledge of safeguarding matters and ensures that her assistants are aware of the potential signs that a child may be at risk. There are appropriate arrangements to refer concerns about the welfare of any child or to respond to an allegation about any adult working with the children. The childminder works with parents to make sure that children learn how to keep themselves safe, for example when crossing the roads.

What does the setting need to do to improve?

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

- provide more opportunities and encouragement for children to explore their own creative ideas
- extend the support for children to learn about the differences and similarities between people in society.

Setting details

Unique reference number	EY309180
Local authority	Kent
Inspection number	10136441
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 10
Total number of places	14
Number of children on roll	42
Date of previous inspection	16 December 2015

Information about this early years setting

The childminder registered in 2005. She lives in Detling, Maidstone and employs three assistants to work with her at different times during the week. The childminder and one of her assistants hold an appropriate childcare qualification at level 3. She receives funding for the provision of free early education for children aged two, three and four years. The childminder operates her service from 8am to 6pm, Monday to Friday, for most of the year.

Information about this inspection

Inspector

Liz Caluori

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The childminder led the inspector on a tour of the premises and explained the learning intentions for the children.
- The inspector observed the interaction of the childminder and her assistants with the children during a range of activities, indoors and out.
- The childminder joined the inspector in observing an activity.
- The inspector viewed a range of relevant documentation.
- The views of parents were obtained through emails prepared for the inspection.

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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