

Childminder report

Inspection date: 19 January 2022

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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children are happy, confident and settled. They are independent during their time with the childminder. For example, they find their own belongings and complete tasks, such as putting on their coats and shoes. Children read a story about a ship and sing a song about a rowing boat. They go on to act out being in a boat and 'sail across the sea'.

Children gain good social skills. They are polite and behave well. Children follow the rules and know what is expected of them. They play together well. For instance, children take turns and wait patiently as they play together. This includes team games, such as skittles and bowling. Children are kind and caring. For example, they are excited to help care for the childminder's pet guinea pigs. They gently stroke them, feed them and handle them with care. Children learn about the importance of healthy lifestyles. They talk about the importance of brushing their teeth. Children complete activities that help them understand how to keep their teeth healthy and clean. They have good opportunities to develop their physical skills. Children learn to move in different ways, such as climbing and balancing on outdoor play equipment.

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

- The childminder and her assistants establish secure and trusting relationships with children. Children have a good sense of belonging and positive levels of well-being. They enjoy the company of the childminder and her assistants. The childminder knows children and their individual personalities well. This helps her to plan activities that she knows will motivate them to learn.
- The childminder evaluates her practice effectively. For example, at the end of each day, she reflects on what engaged children and what was less successful in doing so. She uses her findings to enhance her future activity plans. The childminder monitors the consistency of the quality of care and teaching she and her assistants provide. For instance, they observe each other interact with children and share helpful advice to support their future performance.
- The childminder is keen to build on her skills and knowledge. She completes training that she feels will benefit her practice and the children she minds. For example, the childminder has recently learned about the different ways that children play. Following this training, she has introduced new ideas such as card games to support the development of children's communication skills.
- The childminder has a good understanding of all areas of learning. Overall, she helps children to gain skills in all these areas well. However, the childminder does not consistently encourage children to build on their natural curiosity and their interest to investigate. This includes learning about the natural world.
- The childminder establishes positive relationships with parents. She keeps them

fully involved and informed. For instance, she shares photographs of what children have enjoyed learning with parents daily. The childminder shares helpful tips and ideas with parents. For example, she suggests some word games to help develop children's vocabulary at home.

- The childminder supports all children to develop good communication skills. Children are confident to share their thoughts and ideas as they play. The childminder asks children good thought-provoking questions and provides them with enough time to think and then answer.
- The childminder supports all children to make good progress. This includes children who speak English as an additional language. For example, she learns some key words, such as 'hungry' and 'toilet,' in Romanian. Overall, the childminder ensures her practice is inclusive and diverse. Children learn about some festivals that are familiar to them, for example Christmas and Easter. However, she does not consistently provide children with more extensive opportunities to learn about other peoples' similarities and differences outside of their own communities and beliefs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a good knowledge of safeguarding and child protection. They keep their knowledge up to date. For instance, they complete regular training and discuss safeguarding in regular meetings. The childminder knows who to contact to seek advice and how to follow up on any concerns. She completes thorough risk assessments to ensure her home is safe. This includes minimising the risk of COVID-19. For example, there are thorough cleaning and handwashing practices in place. Children are encouraged to learn how to manage risks and keep themselves safe. For instance, on regular visits to the park, they use challenging equipment safely. This includes climbing walls and rope swings.

What does the setting need to do to improve?

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

- strengthen the opportunities for children to explore their curiosity and investigate the world around them more consistently
- extend children's respect and understanding of other people's similarities and differences outside of their own communities and beliefs even further.

Setting details

Unique reference number	EY554869
Local authority	Medway
Inspection number	10190168
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	9
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018. She is located in Gillingham, Kent. The childminder cares for children Monday to Friday, from 7am to 6pm, all year around. She receives funding to provide free early education for children aged two and three years. The childminder works with two assistants. She holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Kelly Hawkins

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector carried out a learning walk with the childminder. The inspector assessed the impact of the quality of interactions and the learning opportunities she and her assistant provide for children.
- The inspector viewed the indoor and outdoor learning environments.
- Written documentation was reviewed. This included safeguarding and child protection policies and procedures.
- During the inspection, the inspector spoke to the childminder, her assistant and children at convenient times and considered their views.
- The inspector and the childminder carried out a joint observation on a sand and water activity.

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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