

Childminder report

Inspection date: 24 January 2022

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 have formed positive relationships with the childminder and her assistants. They are eager to explore the challenging and stimulating activities on offer. Children feel safe as they play in the calm and welcoming environment. For example, younger children regularly go to the childminder for reassurance and cuddles. They snuggle up close to her and thrive on the reassurance that she offers them as they explore their chosen activity.

Older children make effective use of props as they engage in role play. For instance, they work out how to attach different items to the back of the refuse truck to use as a trailer. Younger children creatively explore how to use construction hats on their heads as well as watching how well the hats spin around on the floor. Children develop their imagination as they incorporate their own ideas and work out different ways of using resources.

Children enjoy physical activities, which help them to develop good coordination. Music and dance are enjoyed by all the children. They learn to move in time to the music and identify different ways to move their bodies. They have a wide range of opportunities to develop their physical skills, both indoors and outside. For example, they play ball games in the garden and go on walks to the local park to build up their muscles using larger play equipment. The children also have opportunities to attend dance classes to expand their skills.

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

- The childminder and her assistant have high expectations for children. They know how important it is to promote children's communication and language skills. They talk to the children about what they are doing. Children respond well and learn new words. For instance, they look at which bricks are 'small', which are 'bigger', and which are 'middle or medium sized' as they put them in order.
- The childminder encourages children to talk about their favourite stories. The children gather around the assistant to listen to her read a book. They help to turn the pages after identifying the characters on the page. The children recall the building materials used in the story of the 'Three Little Pigs'. The childminder uses children's interests to help plan the curriculum. For instance, she incorporates construction bricks into the children's play to help them explore different materials. Storytelling and reading are an important part of children's day.
- Children's behaviour is good, they are kind to their friends and know what is expected of them. For instance, children know where the resources they like are kept and help to tidy up, ready for mealtimes.
- The childminder has established positive relationships with parents. They speak

highly of the childminder and the good quality care and education she provides. The childminder keeps them informed about their children's progress, and activities they engage in to support home learning.

- The childminder provides children with focused activities that encourage them to explore and investigate. For instance, older children use magnifying glasses to search for plastic bugs hidden in the straw. They then match them up with the picture on the worksheet and tick the box. Younger children enjoy feeling the texture of the straw. The childminder and her assistants confidently recognise what children know and can do. However, on occasion, they try to incorporate too much into the curriculum. As a result, they do not have a secure focus on what they intend children to learn.
- The childminder supports children's understanding of a healthy lifestyle. Children learn how to look after their teeth and which foods benefit their bodies. The childminder has a good knowledge of children's care routines. She nurtures children's development to ensure they have positive emotional well-being. For example, older children are keen to help complete small tasks, such as identifying their name card before placing it on the wall register. Yet, some activities are not as effectively organised to support younger children to join in independently.
- The childminder understands the importance of developing her own practice. She also supports her assistants to further develop their knowledge and skills. For instance, they all complete online training to help improve the service they provide to children and their families.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a secure knowledge of child protection procedures. The childminder displays a clear understanding of her responsibility to be alert to and report any concerns she has about children's well-being and welfare. The childminder ensures that she keeps her knowledge up to date regarding current practices. For example, she regularly completes online child protection training that includes information on the 'Prevent' duty. The childminder works closely with her assistants to ensure they understand the setting's safeguarding policies and are aware of the actions to take to maintain children's safety. The childminder has a suitable understanding of the procedures to follow in relation to safer recruitment. She ensures all adults working with children are suitable to do so.

What does the setting need to do to improve?

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

- strengthen planning and delivery of the curriculum to make better use of

focused activities

- continue to support younger children to develop their independence.

Setting details

Unique reference number	EY551722
Local authority	Medway
Inspection number	10130907
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 8
Total number of places	12
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in Lordswood, near Chatham, Kent. She operates Mondays, Tuesdays, Wednesdays, and Fridays from 7am to 6.30pm. The childminder is registered to work with two assistants. The childminder provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Sara Garrity

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 observed the childminder's and her assistants' interactions with the children.
- The inspector spoke to the childminder, assistant, and children at appropriate times during the inspection.
- During the learning walk, the childminder explained how she uses the environment and resources.
- The inspector read letters of reference from parents to gain their views on the service they receive from the childminder.
- The childminder provided feedback to the inspector about the learning taking place during a focused 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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