

# Childminder report

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Inspection date: 24 February 2022

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| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## What is it like to attend this early years setting?

### The provision is good

Children settle well in the childminder's home-from-home environment. They have formed a strong bond with the childminder, who has a good understanding of their care routines and is sensitive to their needs. Children feel safe as they happily investigate and make informed choices in their play. For instance, younger children know where to find their favourite toys. They watch the wheels on the cars turn as they expertly move them around the room.

Children's behaviour is good and appropriate to their stage of development. They build their confidence and have a positive emotional well-being. For example, children explore their feelings and make effective use of the emotions board to identify the face that reflects how they are feeling.

Children develop a secure understanding of how to lead a healthy lifestyle. They go outside to play in all weathers. The older children particularly enjoy visiting the park. They play on large play equipment to practice new skills and take managed risks as they learn to balance and climb safely. Younger children develop their muscle strength as they practice walking. All children enjoy action rhymes and dancing along to the music. The childminder ensures children have a wide variety of experiences that enable them to develop their physical skills.

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

- The childminder is aware of the importance of story time in children's learning. Children choose the book they would like the childminder to read to them. They enjoy lifting the flaps on the page to see which animal is hiding underneath. The childminder encourages the children to predict which animal it might be. Younger children are beginning to link the animals to the sounds they make as they copy the childminder.
- 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 well informed about their children's progress and the activities they enjoy at the setting. This helps parents to support home learning.
- Communication and language development is a priority for the childminder. She makes use of repetition to introduce new words. For example, younger children enjoy exploring water beads sealed inside a bag. They poke, squish, and roll the beads with their fingers. The childminder names the actions as the children watch how the beads move in the bag.
- The childminder has high expectations for children's learning and provides them with a broad range of resources. Young children are curious and eager to discover how things work. They explore their senses through a range of

activities. For instance, they listen to the sounds of the sensory board as they open and close the fastenings. However, during focused activities, the childminder does not always make use of younger children's interests to fully extend their learning to help them develop their knowledge.

- Professional development is important to the childminder. Although she has undertaken some training, she is aware that there are some areas she needs to continue to reflect on to establish a highly targeted programme of professional development. This will help to ensure that her skills and knowledge improve consistently to the highest level.
- The childminder makes good use of the local community to broaden children's learning and experiences. For example, they go on walks to explore the local fields and trees to learn about natural habitats. The childminder also takes the children on public transport as they go on adventures to investigate the world around them.
- The childminder is a good role model who provides children with clear rules and boundaries to help meet their emotional needs. She makes good use of praise to reinforce positive behaviour. The childminder plans activities to support children with sharing and taking turns. For example, she takes turns with the children to post the shapes into the shape sorter. The childminder makes strong use of focused praise as children offer her the shape to post next. Children develop positive self-esteem as they learn new skills.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of the importance of having a secure understanding of child protection. She keeps her safeguarding knowledge up to date through regular online training. The childminder has a good understanding of wider safeguarding concerns such as being alert to extreme behaviours and views. She has secure procedures in place to report any concerns she might have that a child may be at risk of harm. The childminder is fully aware of the importance of constantly supervising and being vigilant to ensure that she always maintains children's safety and welfare.

## What does the setting need to do to improve?

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

- follow younger children's interests as they play to help develop their confidence and ideas even further
- build on professional development plans to strengthen knowledge and raise the quality of teaching.

## Setting details

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| <b>Unique reference number</b>                     | 2536219   |
| <b>Local authority</b>                             | Kent  |
| <b>Inspection number</b>                           | 10215211  |
| <b>Type of provision</b>                           | Childminder   |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder   |
| <b>Age range of children at time of inspection</b> | 1 to 4  |
| <b>Total number of places</b>                      | 4   |
| <b>Number of children on roll</b>                  | 6   |
| <b>Date of previous inspection</b>                 | Not applicable  |

## Information about this early years setting

The childminder registered in 2019 and lives in Harrietsham, near Maidstone, Kent. She operates from Monday to Friday, from 7.30am to 6pm, for most of the year. The childminder receives funding to provide early education for children aged three years.

## Information about this inspection

### Inspector

Sara Garrity

### Inspection activities

- This was the first routine inspection the childminder has 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 provider.
- The childminder and the inspector discussed how the curriculum is implemented and how this benefits children's development.
- The childminder explained how she monitors children's progress.
- The inspector read messages and spoke to 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 an 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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