

Childminder report

Inspection date: 16 March 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 Inadequate

What is it like to attend this early years setting?

The provision is good

Children settle well and are at ease in the care of the childminder and her assistants. They happily take part in a range of activities with their friends. For example, they enjoy listening to stories and join in counting the numbers of fruit in the book. Children are highly valued and happy. They form strong friendships and respect each other as they play together. They receive gentle reminders from the childminder and her assistants about what is expected of them. Older children, in particular, play cooperatively with their friends. They curiously experiment when rolling different cars down the slide to see which one rolls the best, and they take turns well.

Children benefit from established routines that are used well to support their learning, such as mealtimes. They eagerly want to be involved in laying the table at lunchtime. They are encouraged to count how many items they need and receive support to cut up their own food. This supports their understanding of routines and helps to prepare them for starting school.

Children enjoy exploring a range of activities on offer. They chat to the childminder and her assistants about the blocks they are playing with and experiment with different paints. Children are confident and enjoy initiating conversations with their friends, the childminder and her assistants.

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

- The childminder and her assistants form good relationships with children's families. Parents report that they receive good communication from the childminder. They comment that they feel at ease when their children are being cared for and enjoy regular updates about their children's day.
- Children have good attitudes towards learning. They persevere with chosen tasks well. For example, children roll balls to knock over bottles and sometimes miss. They comment that they can try again and cheer on their friends when they have a turn.
- The childminder supports her assistants to develop their practice well. She gives feedback about activities to encourage them to consider a variety of ways to help children learn. The childminder's assistants comment that they feel supported in their roles.
- The childminder and her assistants have a curriculum that focuses on helping children to build their communication and language skills further. For example, as the childminder and her assistants play with children, they model language and add new words to conversations. Children's vocabulary develops quickly, and parents comment about the good progress their children make.
- The childminder gets to know children well when they start and is aware of

children's strengths and areas where they need more support. However, at times, the childminder's and her assistants' teaching does not fully challenge all children at their individual stage of learning to help them make even more progress. Overall, children make good progress.

- Children build secure attachments with the childminder and her assistants. Children stay close to their key person when they feel that they need more support and quickly settle. Children playfully engage with adults, who are completing different tasks, to make sure that they all join in with the songs and actions at circle time.
- The childminder has reflected on the practice at her setting well and has made many positive improvements since the last inspection. She has welcomed support from external agencies to ensure that the developments she has made benefit the children's care and learning. For example, the childminder and her assistants have developed the environment, particularly the garden, to ensure that children are able to access resources to support them to explore as they play.
- The childminder works well with other settings that children attend and has regular discussions with staff, for example regarding children's behaviour and observations of their learning. She promotes continuity in children's care and learning effectively.
- The childminder and her assistants build on children's mathematical knowledge well. For instance, children smile as they consider why one of them is in the air and the other is on the ground as they play on the see-saw. The childminder's assistant uses this opportunity effectively to help children to explore concepts about size and weight.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a secure knowledge of how to safeguard children. They ensure that they keep their knowledge up to date on how to identify signs that a child may be at risk of harm. This includes wider safeguarding issues, such as exposure to extreme views and female genital mutilation. The childminder and her assistants are aware of the action to take if they have concerns about a child. The childminder has suitable risk assessments in place. She ensures that her setting is appropriate for children and carries out daily checks to identify and minimise hazards.

What does the setting need to do to improve?

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

- develop the quality of teaching further to ensure that activities provide sufficient challenge to help individual children make even more progress.

Setting details

Unique reference number	EY234723
Local authority	Kent
Inspection number	10209530
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	1 to 12
Total number of places	18
Number of children on roll	15
Date of previous inspection	21 September 2021

Information about this early years setting

The childminder registered in 2003 and lives in Larkfield, Kent. She operates all year round from 6.30am to 7.30pm, Monday to Friday. The childminder provides funded early education for three- and four-year-old children. She and her assistants hold childcare qualifications at level 2 or above.

Information about this inspection

Inspector

Sarah Taylor-Smith

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector observed interactions between the childminder and her assistants and children.
- The inspector took account of the views of parents through questionnaires the childminder asked them to complete.
- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.

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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