

Childminder report

Inspection date: 21 March 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are confident and play happily in the welcoming, home-from-home environment. They have formed lovely relationships with the childminder, who is nurturing and fun. Children are gaining a good understanding of healthy lifestyles. For example, they engage in discussions about hand hygiene and healthy food choices.

Children's personal development is nurtured well. The childminder is a good role model with a respectful and positive attitude. She gives children encouragement and praise as they play, and she promotes a can-do attitude. Children benefit from the childminder's high expectations for their behaviour. They behave well and use good manners. The childminder teaches them to be kind and gentle towards others, including animals. Children learn the importance of caring for pets and enjoy safely relaxing in the company of the childminder's gentle and friendly dogs.

Children have good opportunities to make independent choices, as they select from the wide range of resources and follow their interests in the carefully organised play spaces, both inside and outside. They become absorbed in activities that the childminder has carefully planned, based on children's interests and their next steps in their learning. For example, children enjoy the challenges set during an exciting tabletop game, such as 'jump like a kangaroo' and 'slither like a snake'.

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

- The childminder promotes children's physical development and well-being successfully. Children develop positive hygiene practices. They know to wash their hands frequently to remove any germs. Children visit local parks, toddler groups and other places of interest, such as castles and farms. They have opportunities to socialise with a larger group of children and develop their physical and social skills. Children acquire a good range of key skills in preparation for the next stage in their development and the move to school.
- The childminder offers a range of books. Children select and read them independently, carefully turning the pages as they look at the pictures in the story. During planned activities, the childminder gets down to children's level when she talks to them and gives them good eye contact. She supports children's understanding and speaking skills well. For example, she uses clear interactions and repeats words or sentences back to children, modelling the correct pronunciation. However, she sometimes misses opportunities to introduce new words and extend on children's knowledge and growing vocabulary.
- The childminder ensures that mathematics is part of everyday activities. For example, she encourages children to count for a purpose and recognise

numbers. Children confidently count the number of small bears they discover hidden in the sand. Children listen intently and the childminder explains concepts of more and less, and compares sizes and quantities within children's play and exploration. The childminder provides many opportunities for children to develop their literacy skills. Children enjoy making marks in various ways. For example, they give meaning to the marks that they create using sticks in the sand.

- Children develop a good understanding of diversity beyond their immediate family. For example, they enjoy learning about different festivals and celebrations from around the world. Children learn about the differences between themselves and others.
- The childminder establishes strong partnerships with parents. Parents state how pleased they are with the dedicated care their children receive. The childminder gathers detailed information about children's routines, likes and dislikes before they start. She regularly shares information with parents that helps them to understand their children's learning. This includes sending photos of children at play, to celebrate their achievements. However, the childminder does not consistently consider ways to involve parents in extending their children's learning at home.
- The childminder is highly reflective and regularly reviews her provision. She has a good understanding of her own strengths and areas that she plans to enhance even further. She attends regular training to ensure that she stays up to date with any changes. The childminder shares ideas and knowledge with other childminders. She reflects on the daily experiences of the children and gathers the views of parents to help improve her practice. She is dedicated and passionate about the service she provides.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge updated regularly through attending training courses. She can confidently identify the signs and symptoms that may indicate that a child is at risk of harm. The childminder keeps well informed about her local safeguarding procedures and knows who to contact if she has any concerns. She ensures children are continuously supervised while in her care. The childminder assesses the safety of the learning environments to identify and eliminate any potential risks.

What does the setting need to do to improve?

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

- support children further to build on their knowledge and vocabulary skills
- consider ways to further provide parents with ideas and guidance about how they can continue to support their children's learning at home.

Setting details

Unique reference number	EY402466
Local authority	Kent
Inspection number	10074367
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 10
Total number of places	4
Number of children on roll	13
Date of previous inspection	17 May 2016

Information about this early years setting

The childminder registered in 2009 and lives in Aylesford, Kent. She offers care all day, from Monday to Friday, throughout the year. The childminder receives funding to provide free early education for children aged three and four years.

Information about this inspection

Inspector

Kimberley Luckham

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 childminder and has taken into account in her evaluation of the setting.
- The inspector looked at a sample of documents and certificates.
- The inspector spoke to the childminder and children at various points throughout the visit.
- The inspector took account of the views of parents through written feedback.
- The inspector held a discussion with the childminder to understand how the early years provision and curriculum are organised.
- The inspector observed the childminder to assess the impact of the teaching and 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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