

Childminder report

Inspection date: 24 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 happy, safe and secure in the care of the friendly and welcoming childminder. The environment is planned to build on what children know and can do. This helps children to make good progress in their learning and development. For example, babies who are learning to walk are provided with safe opportunities to pull themselves to standing.

The childminder adapts her routines to meet the individual needs of the children. For instance, she recognises children who are tired and provides cuddles before settling them down to sleep. Children's personal care needs are promoted effectively. They learn about how to keep healthy and make good choices about what they eat.

The childminder is sensitive to the impact that the COVID-19 pandemic has had on children. They go on regular trips in the local community to support their well-being and social skills as well as learning about the wider world around them. For example, they go to groups at the local church organised by the elderly. Children visit parks and woodlands to explore the changes in the seasons. They also visit gymnastic clubs to help encourage their emerging physical development.

Children behave very well. The childminder praises good behaviour and supports children to remember their manners by modelling saying 'please' and 'thank you'. During COVID-19, parents are not routinely entering the home. However, the childminder shares achievements and photos via messages with parents.

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

- The childminder monitors children's development well. She understands what children can do and identifies areas where they may need more support. However, at times the childminder could do more to support children's communication and language development further.
- Partnerships with parents are positive. Parents comment on how well the childminder engages with them to share what their children are achieving. For example, before children start, parents are invited to settling-in sessions to help the childminder get to know the child and family. During periods of closure due to COVID-19, the childminder had weekly video calls with all families to keep in touch. This helped maintain relationships with all children.
- The childminder keeps her knowledge and skills up to date. She accesses a range of webinars and online training courses to develop her practice. For instance, during COVID-19 she undertook children's mental health training in order to support children's well-being on their return.
- The childminder provides an environment that is well resourced. Toys are varied

and designed to meet the emerging needs of the children in her care. However, there are limited opportunities to teach children about the benefits of using technology and how to keep themselves safe online.

- Children are encouraged to be independent. For example, children know how to put on their own coats and shoes, and they are beginning to show independence around toileting routines. The childminder has good links with the local schools. As a result, children are well prepared for their next stage in their learning, particularly transitions to school.
- The childminder provides opportunities for children to gain a good understanding of other people's similarities and differences. For instance, children enjoy sharing key phrases in their home language as well as bringing in cuisine that represents their home customs to share and enjoy with their friends. This encourages children to celebrate their individuality.
- The childminder engages effectively and in a timely manner with parents, settings and other local professionals when needed. She consistently supports children to get the help they need across all areas of their development.
- Children are curious learners. They show perseverance when problem solving and finding out how things work. For example, children show great determination when working out how to thread. They focus intently on the task and show great excitement at their achievements. The childminder ensures that children have an appropriate level of challenge to build upon newly learned skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to promote children's welfare and keep them safe. She is aware of the of the possible signs and symptoms that could indicate abuse or neglect. The childminder has completed relevant safeguarding training, including wider issues such as extremism and radicalisation. The setting is safe and secure and children are supervised closely. The childminder knows what to do and who to report to in the event of an allegation being made about herself, or a member of her household.

What does the setting need to do to improve?

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

- make the most of every opportunity to build on children's vocabulary and develop their language skills further
- extend the range of opportunities for children to develop a greater understanding of technology.

Setting details

Unique reference number	EY258285
Local authority	Medway
Inspection number	10071665
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 6
Total number of places	6
Number of children on roll	9
Date of previous inspection	15 October 2015

Information about this early years setting

The childminder registered in 2003 and lives in Gillingham, Kent. She cares for children between the hours of 7:30am and 5:30pm on Tuesday, Thursday and Friday for most of the year. The childminder is in receipt of funding for free early education for children aged two, three and four years.

Information about this inspection

Inspector

Kelly Southern

Inspection activities

- This was the first routine inspection the childminder received since COVID-19 began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intention for children's learning.
- The inspector and the childminder discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views and the inspector took these into account.
- The inspector looked at relevant documents.

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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