

# Childminder report

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Inspection date: 24 March 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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, confident and settled. They are eager to join in with the interesting activities that the childminder carefully plans for them. For example, children enjoy collecting natural objects, such as leaves and sticks. They go on to create an art picture with the 'treasures' that they found. Children have good opportunities to be imaginative. They excitedly use a work bench and tools to become 'builders'. The childminder is a positive role model. Therefore, children are polite and behave well. Children take an interest in helping to care for the environment. For instance, they talk about the importance of picking up litter and putting it in the bin.

Children learn about the importance of healthy lifestyles. They talk about the importance of brushing their teeth and washing their hands. During mealtimes, they talk about the benefits of eating a variety of different fruit and vegetables. Children have good opportunities to develop their physical skills and learn to move in different ways. For instance, they routinely visit the park to use more challenging climbing and balancing equipment, and learn new skills as they use skipping ropes and jump in and out of hoops. Children develop skills to support their future learning. For example, they enjoy writing letters of the alphabet and their name as they play in foam.

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

- The childminder establishes secure and trusting relationships with children. She gets to know children and their individual personalities well. This supports her to plan activities that she knows will keep them interested in their learning opportunities. Children have a good sense of belonging and positive levels of well-being and self-esteem. They thrive in the childminder's company. For example, children giggle happily as they play games together.
- The childminder has a good understanding of all areas of learning. Overall, she supports children to enjoy a wide range of experiences. However, the childminder does not consistently encourage all children to investigate and problem-solve with more independence. For instance, at times, she is too quick to offer solutions to children's questions. This includes telling children if they add water to dry sand, they will be able to build a sand castle. The childminder does not allow children time to think about and try out their own ideas of how they could do this.
- The childminder evaluates her practice effectively. She reflects on how well she has engaged children in their learning experiences. The childminder observes and talks to children each day. Together they talk about what they have enjoyed doing and what they would like to do next time. The childminder uses her findings to support her future activity plans to continue to keep children

motivated to learn.

- The childminder is keen to build on her already good knowledge and skills. She completes a wide range of reading, research and training. For example, the childminder has recently learned about the different ways to recognise and support children who may have anxiety.
- The childminder establishes positive relationships with parents. She communicates with them daily and keeps them fully involved and informed in their children's day and achievements. The childminder shares helpful suggestions with parents. For example, she provides them with activity ideas, such as early literacy games. This encourages parents to enjoy learning at home together with their children.
- The childminder supports children to gain good communication skills. Children are confident to communicate their ideas and thoughts. For example, as they dress up as superheroes, they confidently talk about what their super power is.
- The childminder ensures that her setting is diverse and inclusive. For example, children talk about other people and how they look with a positive attitude. This includes talking about different genders and race. However, the childminder does not yet consistently provide children with opportunities to learn about other people outside of their own communities more extensively. For instance, she is more confident to talk to children about festivals and events that are more familiar to her, such as St George's Day and Christmas.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure and confident knowledge and understanding of safeguarding and child protection. She knows who to contact to seek advice and how to raise and follow up any potential concerns. The childminder keeps her knowledge up to date. For example, she completes regular safeguarding training. The childminder completes thorough risk assessments to ensure she helps to keep children safe. This includes closely monitoring the suitability of all adults associated with the address. Children are encouraged to learn how to manage risks and keep themselves safe. For instance, on regular walks they discuss how to cross the road safely.

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

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

- encourage children to consistently explore and investigate their own ideas and problem-solve with more independence
- extend children's knowledge and understanding of other people's similarities and differences from around the wider world even further.

## Setting details

<b>Unique reference number</b>	EY440246
<b>Local authority</b>	Kent
<b>Inspection number</b>	10075037
<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>	3 to 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	1 June 2016

## Information about this early years setting

The childminder registered in 2012 and lives in Dartford, Kent. She operates Wednesday to Friday from 1pm to 5pm, all year around. The childminder holds a relevant early years qualification at level 5.

## Information about this inspection

### Inspector

Kelly Hawkins

### Inspection activities

- This was the first routine inspection the childminder 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 setting.
- The inspector carried out a learning walk with the childminder. The inspector assessed the impact of the quality of interactions and the learning opportunities she provides for children.
- The inspector viewed the indoor and outdoor learning environments.
- Written documentation was reviewed. This included safeguarding and child protection policies and procedures.
- During the inspection, the inspector spoke to the childminder and children at convenient times and considered their views.

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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