

Childminder report

Inspection date: 30 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, confident and secure in this welcoming and homely environment. They form friendly and secure relationships with the childminder. She knows their individual routines well and supports their care needs effectively.

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 playroom. They learn to do things for themselves, such as meeting their own hygiene needs and contributing to tidy-up time in the playroom. The childminder has high expectations for children's behaviour. They behave well and use good manners. Children respond positively to the continual praise and encouragement from the childminder, which helps to raise their self-esteem.

Children develop a keen interest in books. They snuggle up close to the childminder as she reads to them, and they respond to age-appropriate questions to extend their language skills. Children thoroughly enjoy exploring books. They listen attentively to their favourite stories, such as 'The Three Little Pigs'. Children fill in the gaps when the childminder misses out familiar phrases and enjoy bringing the story to life with story props. Children develop good literacy skills.

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

- Children have great fun while they are in the childminder's care and have positive attitudes to learning. They become engrossed in spontaneous opportunities, such as watching the birds in the garden. The childminder enhances children's learning effectively. For example, she provides the children with binoculars for a closer look and teaches them to identify the different types of birds, such as a robin, pigeon and starling.
- Children have plenty of opportunities for fresh air and exercise. For instance, they enjoy spending time in the childminder's garden and going for walks to local parks and the woods. This supports their good health and physical development.
- The childminder works closely with parents from the outset. She gathers lots of information to build a clear picture of children's needs. She maintains a regular two-way flow of information with parents about children's care and learning, through daily messages and discussions.
- The patient and kind childminder interacts with children and supports their language and literacy skills very effectively. She listens well and extends their vocabulary. The childminder continually talks to the children. She describes what they are doing and clearly emphasises key words to help to enhance their understanding and speaking skills. Children acquire a good range of key skills in preparation for the next stage of their development and the move on to school.

- The childminder is confident in her knowledge of what she wants children to learn. She knows the children well, how they are progressing and what they need to learn next. The childminder provides a varied curriculum that incorporates the children's interests and needs. However, she has not fully developed partnerships with the other settings children attend. This means that they do not consistently work together to support children in their next stages of learning and development.
- The childminder offers plenty of good opportunities for children to develop their early mathematical skills. Children are encouraged to count during activities and explore and understand size, quantity and positional language. However, children have fewer opportunities to enhance their creative skills as craft resources and materials are sometimes limited and children disengage quickly.
- Children develop a good understanding of diversity beyond their immediate family. For example, the environment has positive cultural images, books and role-play resources for the children to explore.
- The childminder is reflective and regularly reviews her practice. She has a good understanding of her own strengths and areas that she plans to enhance even further. The childminder attends training to ensure that she stays up to date with any changes. She reflects on the daily experiences of the children and gathers the views of parents to help to improve her practice. The childminder is dedicated and passionate about the service she provides.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of how to keep children safe. She ensures that she has up-to-date knowledge and a clear understanding of the signs that may indicate a child is at risk of harm. The childminder is confident about the action to take if she has any concerns about the safety of a child in her care. She ensures that the environment is safe and secure, and she always supervises the children.

What does the setting need to do to improve?

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

- develop partnership working with other settings children attend, to consistently support children's next steps in learning
- enhance the range of opportunities and experiences to extend children's creativity.

Setting details

Unique reference number	EY219702
Local authority	Kent
Inspection number	10070831
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	17 June 2015

Information about this early years setting

The childminder registered in 2002 and lives in Swanscombe, Kent. She operates all year round from 9am to 3pm, Monday to Wednesday. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Kimberley Luckham

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 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 quality of education.

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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