

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 play in a very calm and quiet atmosphere. They feel safe and secure in the childminder's care. They form close attachments with the childminder and develop positive relationships with their peers. Children learn to share and play cooperatively. They use kind words, such as 'excuse me', 'please' and 'thank you'. They take turns when playing together. For example, they each choose a song to sing and share the props for the song.

Children receive high levels of praise and recognition for their achievements and they enjoy practising new skills. For example, they feel proud of scooping up the water themselves in the shallow tray and recognising the numbers associated with the songs they sing.

Children thoroughly enjoy outdoor play and have plenty of opportunities to experiment and explore with natural materials. They are encouraged to find their own play, discovering different sensory experiences. For example, they plant seeds, attend forest schools, explore with water and experiment with space and movement to negotiate steps and paths.

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

- The childminder uses her skills and knowledge to support children's communication and language development well. She provides good levels of support for children with speech delays or those who speak more than one language at home. She strongly emphasises the sounds of letters and encourages children's understanding and listening skills through simple instructions and explanations.
- Most children show strong focus and concentration. They listen intently to stories linking their experiences to the story. Children show empathy and excitement towards the characters in the story. Sometimes, stories are too complex for younger children who are not actively engaged in the story. The childminder does not always provide these children with more simplified opportunities to join in these activities.
- The childminder uses local support networks well to keep her knowledge and skills up to date. She completes independent training to extend her practices, especially regarding communication and language development and outdoor play.
- The childminder provides opportunities for children to use mathematics during their play well. Children learn that numbers and mathematical concepts are all around them, through their daily routines and activities. They constantly use counting and numbers through songs. Children organise and recognise shapes and sizes through puzzles and make comparisons through stories. For example,

they match numerals with amounts by counting the grapes and blueberries at snack time to make sure everyone has the same amount.

- The childminder provides a wide range of additional experiences for children to help enrich their lives. For example, she plans regular trips to forest school areas. She provides opportunities for children to develop social skills with other children. They visit museums, local places of interest and parks to enhance their understanding of the world around them.
- Children are developing skills to think for themselves. They solve problems through the use of puzzles and threading. They associate letters and words with themselves, recognising their names on place mats and associated letters and sounds. However, on occasions, the childminder does not identify and develop spontaneous opportunities for children to use and apply their existing knowledge and extend their thinking further.
- Children learn about healthy lifestyles. The childminder has discussions with children about washing their hands and reminds them about respect and dignity when others are using the toilet. Children use spoons to serve themselves at snack time to prevent touching shared foods. This also helps to develop their independence skills.
- Parents make very positive comments about the childminder's service. They appreciate the flexibility of her service to allow for working patterns and family circumstances. Parents comment that their children are making good progress. They work with the childminder and other professionals to support children's ongoing learning and to close any identified gaps in children's development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of how to keep children safe from harm. She updates her knowledge and understanding of the procedures to follow if she has a concern about a child in her care. Children play in a safe and secure environment. They are encouraged to assess risk themselves. The childminder talks to children about the safety of their play environment. For example, children move equipment so that they can jump, and they move cars outside so that there is space for ride-on-toys. The childminder carefully assesses the use of the outdoor play environment, such as forest school areas, to provide children with as much independent play and discovery as possible.

What does the setting need to do to improve?

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

- provide an appropriate level of challenge to children in their activities and help to enhance their focus and engagement in their play
- identify and act upon spontaneous opportunities to use children's existing

knowledge to extend their thinking further.

Setting details

Unique reference number	EY480398
Local authority	Kent
Inspection number	10219851
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	2 to 10
Total number of places	4
Number of children on roll	14
Date of previous inspection	16 August 2016

Information about this early years setting

The childminder registered in 2014 and lives in Tonbridge, Kent. She operates Monday to Friday, 7.15am until 6pm, all year round, apart from family holidays and public holidays. The childminder is qualified to level 6. She provides funded places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Claire Parnell

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views on the setting with the inspector.
- The childminder provided the inspector with a sample of key documents on request.

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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