

Childminder report

Inspection date: 4 April 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 settle well into a warm and welcoming environment. They make good progress from their starting point in readiness for the next stage in their learning. Children are good communicators. They constantly speak about what they do. For example, while choosing dolphin stickers, children discuss where they live.

Children are independent and self-confident. They listen and follow simple instructions well. Children voice their needs and preferences. Children are familiar with the resources and where they are stored. For example, children ask the childminder for activities and games that interest them..

Children's physical development is good. They benefit from regular outings to local parks and soft play centre where they can run, jump and climb. They enjoy meeting the local police and fire officers. This helps them learn about the community in which they live in, preparing them to life in modern Britain.

The childminder's interactions with children are warm and positive. For example, children are given praise and encouragements when presented with a challenge. Children are polite and well mannered. They say 'please' and 'thank you'. The childminder promotes good manners. She gives children gentle reminders where needed.

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

- The childminder considers the individual needs and interests of children as she implements her curriculum. She finds out from parents about their children's likes and their abilities before they start. The childminder's effective settling-in procedure ensures she has time to observe children to find out what their interests are. The relationships between the children and the childminder are good. The childminder takes the time to get to know each child individually, providing them with experiences that support their learning.
- The childminder supports children's mathematical understanding effectively. She supports children's number recognition and counting skills well. The childminder incorporates numbers and simple maths into most activities she plans. For instance, children count confidently and recognise numbers up to 10 while engaging in different activities.
- Children's communication and language skills are developing well. The childminder is very aware of the impact COVID-19 and national lockdowns had on children's language development. The childminder is swift to identify children who are not progressing as expected, and provides additional support to help them with their speech. She works together with parents and outside professionals to support children who have speech delay. She uses open-ended

questions to challenge and extend children's learning. However, at times, she does not allow children enough time to process and respond to questions. For example, the childminder asks children about size differences, and does not pause to allow them to answer before answering herself.

- Children demonstrate their good knowledge of a wide range of colours. They sort similar colours into groups while confidently discussing them. For example, children choose stickers of yellow mermaids, sticking them on the same colour paper. They comment that these match. The childminder builds on children's existing knowledge to teach them new colours.
- Children behave well. They are encouraged to manage their own self-care. For example, they wash their hands, put their coat and shoes on independently. Children learn about healthy eating and oral health. For example, at snack time, they discuss which food is healthy with the childminder. However, at times, the content of children's lunch does not reflect this.
- Older children develop good pen control. They hold pens in a thumb and two fingers grip while copying their name. They begin to recognise letters and the sounds they make.
- Partnerships with parents is good. The childminder consistently shares information with the parents about their children's learning and how to further support this at home. She uses her close relationships with the parents to provide support when needed. For example, supporting children with the arrival of a new baby to the family. Parents are very complimentary about the childminder and the care she provides their children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role to safeguard and protect children. She has a good understanding of safeguarding and the wider aspects including the 'Prevent' duty and e-safety. The childminder can recognise the signs of abuse and knows what to do, and who to approach, if she has a concern about a child or an adult. She uses the good relationships she has with parents to support them in understanding the importance of keeping children safe when using the internet. The childminder refreshes her safeguarding knowledge regularly. She holds a current paediatric first-aid certificate.

What does the setting need to do to improve?

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

- allow children more time to process and respond to questions asked of them
- provide children with consistent messages about making healthy choices, including how to have a healthy diet.

Setting details

Unique reference number	EY477335
Local authority	Kent
Inspection number	10228897
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 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	3 October 2016

Information about this early years setting

The childminder registered in 2014 and lives in Gravesend, Kent. She offers care on Monday to Friday from 7am to 6pm, throughout the year. The childminder has a relevant level 3 childcare qualification.

Information about this inspection

Inspector

Oshra Murphy

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 childminder showed the inspector around the premises and discussed how she ensures they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of adults who live or work on the premises.
- The inspector took account of parents' views about the provision.

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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