

Childminder report

Inspection date: 12 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 are confident and settled. They are eager to arrive at the childminder's house and greet her excitedly. Children are happy and are keen to join in with the interesting and challenging activities that the childminder carefully plans for them. Children enjoy their learning experiences. For example, they have an interest in a well-known bear. They go on to play the bear's favourite game with sticks, and they make the bear's favourite snack of honey sandwiches. Children have good opportunities to be imaginative. They excitedly use a range of resources to 'build' a campfire and 'go camping'. Children are confident to communicate their thoughts and ideas to bring their fantasies alive. Children are creative and make interesting art. This includes creating tie dye effect clothing.

Children learn about the importance of healthy lifestyles. They participate in activities that help them to learn about the importance of brushing their teeth. Children have good opportunities to develop their physical skills. For instance, they routinely visit the park and use challenging climbing and balancing equipment. They engage in interesting activities that help to develop their hand-to-eye coordination, such as crazy golf activities. Children learn about other people outside of their own communities. For instance, when talking about Wales, children learn about the Welsh alternative to Valentines Day, 'St Dwynwen's Day', and bake Welsh cakes.

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

- The childminder gets to know children well. This includes their personalities, likes and dislikes. This helps her to plan activities that she knows will captivate their interests. Children make good progress in their learning. The childminder establishes secure and trusting relationships with children. As a result, they have a good sense of belonging and positive levels of well-being and self-esteem. Children have a positive attitude towards their learning and enjoy the company of the childminder.
- Overall, children behave well. For instance, they are polite and kind to each other. Children listen to the childminder and follow her instructions. However, she does not consistently ensure that children fully understand what is expected of them. For example, at times, she does not provide them with a clear explanation. She simply tells children 'stop' or 'no, do not do that please' when asking them to stop a certain action, such as running indoors.
- The childminder has a good understanding of all areas of learning. Overall, she supports children to develop skills to support their future learning. For example, children are encouraged to be independent, choose their own toys and complete their own tasks with confidence. This includes putting on their own shoes and preparing and serving their own lunch. However, the childminder does not

consistently build on children's interest of mathematics as they play, to extend their mathematical skills further.

- The childminder evaluates her practice effectively. She reflects on how well she has engaged children in their learning experiences. Each day, the childminder talks to the children about what they have enjoyed doing and what they would like to do differently next time. The childminder uses her findings to support her future activity plans to continue to keep children interested to learn.
- The childminder is proactive in ensuring that she continues to keep her knowledge up to date. She completes a wide range of training. For example, she has recently learned about the different ways to support children's emotional well-being. As a result, children use 'colour monsters' to express their emotions and feelings. For instance, they confidently tell each other that 'red is angry' and 'yellow is happy'.
- The childminder builds and maintains good partnerships with staff at other settings children also attend. She shares children's achievements and next steps in their learning. This successfully provides children with a good and consistent approach to their shared care and learning experiences.
- The childminder establishes positive relationships with parents. She keeps them fully involved and informed in their children's day and achievements. The childminder talks to them every day and shares daily photos of what their children have enjoyed learning. She shares resources with parents. For example, she provides them with books and reading suggestions to enjoy at home with their children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding and child protection. This includes a secure understanding of the signs and symptoms to be mindful of regarding all areas of abuse. The childminder 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 carries out thorough risk assessments to ensure that she helps to keep children safe. This includes thorough handwashing and hygiene practices. Children are encouraged to learn how to keep themselves safe. For instance, on regular outings on the train, they remind each other that they must stand behind the yellow line at the platform.

What does the setting need to do to improve?

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

- support children to fully understand why they are being asked to stop a particular behaviour

- build consistently on children's interest in mathematics to help them develop skills to support their future learning even further.

Setting details

Unique reference number	125474
Local authority	Kent
Inspection number	10063721
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 11
Total number of places	6
Number of children on roll	7
Date of previous inspection	19 November 2015

Information about this early years setting

The childminder registered in 1992 and lives in Gravesend, Kent. She operates all year round from 7am to 6pm, Tuesday to Thursday. The childminder provides funded early education three-year-old children. She holds an early years qualification at level 3.

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 had a learning walk with the childminder. The inspector assessed the impact of the quality of interactions and the learning opportunities the childminder 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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