

Childminder report

Inspection date: 20 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 thoroughly enjoy their time at the childminder's house. The childminder and her assistant build positive relationships with children and their families. Children feel safe and secure in the welcoming and familiar playroom and garden. The children benefit from the childminder's high expectations for their behaviour. Children respond positively to the continual praise and encouragement, which helps raise their confidence and self-esteem. Children are polite and friendly and confidently welcome visitors. They behave very well and have excellent manners.

Children enjoy story time. They sit together as they enjoy familiar stories. The childminder maintains children's interest well. For example, she uses props to encourage children to join in with the words. Children are gaining a love for books and stories. Children benefit from a large dedicated area of the childminder's home that has a wide range of resources. Children are self-motivated and confidently lead their own play. For example, they delight in working together to hunt for bugs in the garden. The childminder and her assistant know children well. They know children's interests and plan activities based on these to extend children's learning further. Children acquire a good range of key skills in preparation for the next stage in their development and the move on to school.

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

- Partnerships with parents are good. The childminder gathers detailed information about children's routines, likes and dislikes before children start. Parents are kept informed of day-to-day events at the setting and know how their children are progressing. Parents are very positive about the care the childminder and her assistant provide. They comment that they are 'caring' and 'accommodating' and say they would recommend the service to others.
- The childminder ensures that mathematics is part of everyday activities. The childminder encourages children to count for a purpose and to recognise numbers. Children understand the concepts of 'more' and 'less' and compare sizes and quantities within their play and exploration. The childminder provides many opportunities for children to develop their literacy skills. For example, children can access a range of resources, and they enjoy making marks in various ways.
- Children have plenty of opportunities for fresh air and exercise. For instance, they enjoy spending time in the childminder's garden, as well as walks to local parks and the woods. This supports their good health and their physical development.
- The childminder provides healthy and nutritious snacks for children. She encourages children to follow good hygiene routines. The childminder and

assistant help children to understand about good oral health through activities, such as role play with model teeth and toothbrushes.

- Children develop a good understanding of diversity beyond their immediate family. For example, the childminder ensures the environment has positive cultural images, books and role-play resources for the children to explore.
- The childminder and her assistant regularly evaluate the provision. They identify the strengths and aspects they would like to improve. For example, they have reorganised the welcome area and routine, in order to keep children and their families safe during the COVID-19 pandemic. They plan to develop the outdoor area even further to enhance the children's play and exploration.
- Overall, the childminder and her assistant support children's communication and language skills effectively. They use some visual aids to support children to express their needs and emotions, ask good questions and think critically, solving problems for themselves. However, strategies to help children who speak English as an additional language to develop their language skills, are not as well embedded in practice.
- The childminder establishes effective links with local schools to share relevant information about children. However, she does not always share information with staff at other early years settings that children attend, to help provide greater continuity in children's learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a thorough understanding of child protection. They know how to keep children safe. They know who to contact and what to do if they have concerns about children's welfare or think a child may be at risk of harm. The childminder and her assistants are confident with the process to follow if they have concerns about each other's conduct. The childminder ensures herself and her assistants complete safeguarding training.

What does the setting need to do to improve?

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

- strengthen relationships with the other early years settings that children attend, to encourage effective information sharing and provide greater continuity in children's learning and development
- develop strategies to further support children who speak English as an additional language.

Setting details

Unique reference number	EY283115
Local authority	Kent
Inspection number	10228352
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 11
Total number of places	6
Number of children on roll	13
Date of previous inspection	5 September 2016

Information about this early years setting

The childminder registered in 2004 and lives in Herne Bay, Kent. She cares for children Monday to Friday, 7am to 6.30pm, all year round. The childminder works with an assistant. She is in receipt of funding for children aged 3 and 4 years

Information about this inspection

Inspector

Kimberley Luckham

Inspection activities

- This was the first routine inspection the setting 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 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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