

Childminder report

Inspection date: 21 April 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and form close bonds with the childminder. Babies settle quickly and show they are comfortable in their surroundings. The childminder uses everyday routines, such as nappy changing, to interact with babies and sing familiar rhymes. This helps to develop babies' early stages of speech. Babies laugh heartily when they play a peekaboo game. They feel confident, safe and secure.

Babies enjoy stories being read to them by the childminder. They make links in their learning when the childminder points to a picture of a sheep and sings 'Baa, baa black sheep'. Babies develop an early understanding of number when the childminder counts objects in the book, such as 'three fish'. They practise their physical skills, such as repeatedly opening and closing flaps. Children begin to learn the skills for the next stage of their learning.

The childminder has high expectations for children's behaviour. Children learn how to be kind to each other and develop friendships with other children. They share books together that have a moral to the story, to teach children about expected behaviour. Children join in with 'litter picking' in the local community. The childminder teaches them how to look after their environment. Children develop a sense of responsibility and a feeling of belonging to a community.

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

- Parents share information about their children's interests, abilities and care needs right from the start. This helps the childminder to identify what children need to learn next. Parents comment that they are happy with the service provided. The childminder shares information about the activities children have enjoyed. However, she does not consistently share ideas with parents about how they can extend children's learning at home.
- Children's communication and language are supported effectively. The childminder understands how to support different groups of children who have low starting points. For instance, the childminder has made some visual resources to aid their understanding and to help them learn new words to catch up. The childminder talks about what they are doing to help babies learn language in context. She points to animals in books and makes their sounds to encourage speech.
- The childminder plans a range of stimulating activities. Children have free access to writing materials, which supports their emerging writing skills effectively. Older children persevere in their chosen task and concentrate well. For example, they cover the paper with vibrant coloured felt-tip pens. Babies develop precision with their hand-to-eye coordination when they pick up small wooden acorns and put them in a basket. They develop control and confidence in their

growing abilities in preparation for early literacy. However, the quality of teaching is not as high as it could be, as children's next steps are not supported enough. Babies lose concentration in a threading activity.

- The childminder helps children to develop good mathematical skills. She consistently counts objects during daily activities to help children learn about number. For example, the childminder counts wooden acorns, daisies in the grass and objects in books.
- The childminder works closely with parents to meet children's individual dietary needs. She provides a variety of nutritious meals to teach children about making healthy food choices and to promote good oral health. The childminder grows tomatoes with children in the garden. They eat them when they are ripe. Children regularly wash their hands before and after meals to maintain good hygiene practices.
- Children have plenty of opportunities to meet other children. They widen their social and cultural awareness about the community in which they live. The childminder gives children rich experiences that enhance their knowledge of the world around them. For example, she takes children to the rare breeds centre, beach, local park and library.
- The childminder reflects on her practice to identify areas where she could improve. For example, she wants to introduce more natural resources into her curriculum. The childminder networks with other childminders to share ideas and good practice. She attends training and is working towards a foundation degree.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities for safeguarding children. She knows the signs and symptoms that might indicate a child is at risk of harm. The childminder is clear about her reporting procedures and who to contact for advice. She is aware of wider child protection issues, such as radicalisation and extremism. The childminder has a current paediatric first-aid certificate. She regularly practises her evacuation procedure to ensure that children know how to stay safe. Risk assessment is effective. The childminder talks to children about how to keep themselves safe when on outings.

What does the setting need to do to improve?

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

- strengthen planning to support children's individual needs more precisely
- develop partnerships with parents further so that they can support their child's learning at home.

Setting details

Unique reference number	2504744
Local authority	Kent
Inspection number	10214960
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	0 to 5
Total number of places	5
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Sittingbourne, Kent. She operates all year round from 7am to 6pm, Monday to Friday. The childminder holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Jane Winnan

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 her home to understand how the early years provision and the curriculum are organised.
- The inspector carried out a joint observation with the childminder.
- The inspector held discussions with the childminder and interacted with children at appropriate times during the inspection.
- A sample of documents was reviewed by the inspector, including the safeguarding children policy and complaints policy.
- Parents' views were taken account of by the inspector.

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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