

Childminder report

Inspection date: 26 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 have positive relationships with the childminder. They freely go to her for reassuring cuddles or for help in their play. For instance, she supports young children to climb the steps of the slide. Children are happy. They laugh with pleasure as they blow and chase bubbles outside in the fresh air. Children are safe and secure in the setting. They behave well. Children understand how to take turns and share. For example, they take turns to go down the slide, waiting for their friend to move from the bottom. Children happily share the sand tools and enjoy the feel of the dry sand.

Children respond positively to the high expectations of the childminder. For example, they follow the established routines, finding their shoes and trying to put them on independently. Children demonstrate caring attitudes as they carefully place the baby doll in the buggy and take it for a walk around the garden. Children are encouraged to appreciate that there are other languages and cultures in the world. For example, they press buttons on technology toys and listen to songs in different languages, such as French. Children are developing the skills they need in readiness for the next stage in their learning.

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

- Children know that eating fruit and vegetables helps to make them strong and healthy. However, the childminder does not consistently ensure that children are made aware of the importance of good dental hygiene.
- The childminder has good partnerships with parents. Parents know their child's next steps and are given advice as to how to support their child at home. They are pleased with the regular and detailed communication they receive about their child's learning and progress.
- The childminder provides good support for children's speech and language development. Children enjoy singing favourite action rhymes. They look at books and identify the vehicles. The childminder repeats the words clearly to support good pronunciation. She allows children time to respond to questions and encourages them to use simple sentences.
- Children have a wide range of opportunities for mark making to support their early writing development. All children use a variety of mark-making tools to create marks on paper. Older children try to copy the circle the childminder draws for them. Outside, they use tools to make patterns in the sand.
- Children learn to problem-solve. When the ride-on-toys get stuck, they resolve the problem independently. The childminder provides a range of equipment and experiences to support children's physical development. Children play on the slide and climbing frame in the garden. Visits to the park and the woods give them additional opportunities to practise their physical skills.

- Children show high levels of curiosity and inquisitiveness. They explore the garden and are very excited when they find a spider. Children watch it and sing 'Incy Wincy Spider', applying their earlier learning of singing. However, the childminder does not consistently make the most of these spontaneous opportunities to further extend children's learning, such as counting the legs of the spider.
- The childminder is keen to build on her skills and knowledge. She undertakes a range of additional training to enable her to meet the needs of the children. The childminder constantly reviews her practice and resources. She has plans to provide additional opportunities to support children's sensory development.
- There are good links between the childminder and other settings that the children attend. The childminder has a diary that is passed between the settings, in which information is shared. This helps to ensure a consistency of education and care.
- From the outset, the childminder discusses with parents what children like and what they can do. Together, they establish children's next steps. The childminder plans interesting and motivating activities to support the good progress children make. She works with parents to help them support their children's learning at home. Where children have delays in their learning, the childminder discusses these with parents. She seeks advice and support from appropriate professionals if necessary.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibilities in keeping children safe from all forms of harm. She has maintained her training to ensure that her knowledge is up to date. The childminder can recognise the signs that may indicate a child may be in danger, including those of radicalisation. She knows who to contact if she has concerns about a child's safety or welfare. The childminder ensures that her premises are safe for children to use. She helps children to understand how to keep themselves safe as they play. The childminder has clear procedures to ensure that adults who collect the children are suitable to do so.

What does the setting need to do to improve?

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

- help children to develop a secure understanding of good oral hygiene and how to care for their teeth
- ensure that spontaneous opportunities that arise during play are used to extend learning effectively.

Setting details

Unique reference number	125680
Local authority	Kent
Inspection number	10228215
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	4
Date of previous inspection	6 January 2017

Information about this early years setting

The childminder registered in 1994. She lives in Tunbridge Wells, Kent. The childminder offers care Monday to Friday, from 7.30am to 6pm, throughout the year. She offers funded places for children aged two, three and four years.

Information about this inspection

Inspector

Jill Thewlis

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 her evaluation of the setting.
- The childminder took the inspector on a learning walk and tour of the premises. The learning intent behind the planned activities was discussed.
- The inspector observed the childminder interacting with the children and discussed the learning that took place.
- Written documentation relating to safeguarding and record-keeping was reviewed.
- The inspector read the reviews written by parents, spoke to children and took their views into consideration.

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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