

Childminder report

Inspection date: 9 May 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 happy, confident and very settled in the childminder's nurturing care. Children are self-motivated to play and explore in this home-from-home setting. Children know where their favourite toys are and very happily focus on self-chosen activities. They show kindness and consideration for their friends. Children actively seek each other out to play and enjoy completing activities together. This helps to support children to develop healthy friendships.

Children develop a love of books and they are confident to select books to read independently. They enjoy talking about the pictures on the cover and thinking about what the book may be about. Children enjoy listening to the story as the childminder's assistant uses different speech tones, facial expressions and actions to make the story come alive.

Children benefit from being looked after by a childminder and her assistant who have high expectations for their behaviour. The childminder and her assistant are great role models who consistently show them how to be considerate and extremely polite. As a result, children's behaviour is excellent. They instinctively use please and thank you and seek permission to leave the dinner table when they have finished a meal.

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

- The childminder and her assistant know the children extremely well and take account of their personalities when planning how best to engage them in learning. This approach is very successful in helping children to focus and enjoy their learning. For example, they know that some children learn best in the outdoor environment. With this in mind, they teach a lot of the curriculum in different outdoor environments.
- Children have opportunities to be physically active. The childminder takes them on outings into the local community to play at parks. Children see different people and different places. This supports them to learn about the wider world. However, children have fewer opportunities to explore natural resources and enhance their exploration and curiosity in the childminder's home.
- Children have extremely strong bonds with the childminder and her assistant. Children engage in role-play activities, giggling as the adults join in with their play. They snuggle on the assistant's knee to listen to a story. These strong attachments help children to feel secure and contribute to their emotional well-being.
- The childminder and assistant support children's early communication skills well. They clearly emphasise key words within their interactions, introduce new vocabulary, and model the correct pronunciation of words. This helps to support

children's understanding and speaking skills.

- Children have good opportunities to develop their early mathematical skills. They are encouraged to count within activities and explore and understand size, quantity and positional language. Children make good developmental progress from their starting points in preparation for their next stage of learning.
- Children are gaining a good understanding of healthy lifestyles. For example, they follow good health and hygiene routines and engage in discussions about healthy food choices with the childminder and her assistant. The childminder provides nutritious snacks and meals that the children thoroughly enjoy.
- The childminder and her assistant reflect on what they do with the children and adapt the activities and experiences that they provide to support children's learning. They have plans in place to develop the outdoor area, so that children have greater opportunities to spend time outdoors in her home.
- Partnerships with parents are strong. The childminder exchanges frequent information with them about children's progress. The childminder is reflective and swiftly acts on feedback from parents to further develop effective partnerships. Parents comment positively about the care and education the childminder provides for their children.
- The childminder evaluates her assistant's and her own practice and keeps all statutory training up to date for both of them. However, she has not focused professional development on extending the quality of education to a higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant understand their responsibilities to keep children safe from harm. They confidently identify the possible signs and symptoms, which may indicate that a child is at risk of abuse. They know who to contact and what to do if they have a concern about a child's welfare. The childminder maintains a safe environment. The childminder has a range of policies and procedures in place to support the safe and efficient management of her provision.

What does the setting need to do to improve?

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

- provide even more opportunities for children to develop their exploration and curiosity further
- focus professional development opportunities on extending the quality of education to a higher level.

Setting details

Unique reference number	EY384788
Local authority	Kent
Inspection number	10228480
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 4
Total number of places	12
Number of children on roll	7
Date of previous inspection	19 September 2016

Information about this early years setting

The childminder registered in 2008 and lives in Birchington, Kent. She offers her service from 8am to 6pm, Monday to Thursday, all year round. The childminder works with an assistant.

Information about this inspection

Inspector

Kimberley Luckham

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 childminder.
- The inspector had a tour of the premises with the childminder and discussed how the early years provision and curriculum are organised.
- The inspector observed the quality of teaching during activities. She assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder and assistant about children's achievements and looked at relevant documents, including evidence of the suitability of persons living in the household and assistant.
- The inspector took account of the views of parents from their written statements provided for the inspection.

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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