

Childminder report

Inspection date: 10 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 extremely happy and enjoy the time they spend with the childminder. They form a strong bond with her and cuddle up close and seek reassurance from her when they are in unfamiliar circumstances. The childminder offers children praise and encouragement to ensure that they feel secure and comfortable. Children enjoy a curriculum with an emphasis on communication and language, along with personal and emotional development. When children first start with the childminder, she gathers information from parents about children's likes and dislikes to enable her to follow their interests with things that they like and enjoy. Children make good progress from their starting points and build confidence to tackle the next stage of their learning.

The childminder provides experiences that engage children's curiosity. For example, she encourages children to grow fruits and vegetables in the garden to nurture and observe growth. The children eventually enjoy the harvests of their labour. They try the fresh lettuce leaves and strawberries, which allows them to use the senses as they explore and find out. Children learn new vocabulary as a result.

The childminder is a positive role model for children. She instils positive values, and children use good manners. Children understand boundaries and behave well. The childminder ensures that children persevere. She encourages them to try, in order to build their resilience.

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

- The childminder provides a range of experiences for children to learn about the world around them. Children enjoy a wide range of visits in the local area, such as to the park and lakes. They learn the names of wildlife that they observe, and they enjoy sharing photos of them on their return. For example, children spot a swan on her nest in the reeds and the childminder encourages them to repeat the associated vocabulary. The childminder provides a commentary and models friendly conversation when speaking to them.
- Children's characters are well known by the childminder, and she works with resources that encourage them to try new things and stretch their boundaries. For example, she has sought more varied resources for a child who prefers not to engage in messy play. This approach ensures that children can engage in unfamiliar experiences, with a positive outcome. With praise and encouragement from the childminder, children have opportunities to thrive in activities they would not usually attempt.
- The childminder monitors children's progress regularly and uses the information to identify any gaps in children's development. She collaborates closely with parents to ensure that children receive consistent support for their next steps.

She shares observations and photos with parents regularly to involve them in the activities that they experience in her care.

- Children enjoy a wide range of resources in the childminder's care, including investigating shaving foam and bubbles. They choose things according to their interests, and the childminder provides effective narrative to their play. At times, opportunities are missed to teach children new concepts and vocabulary associated with mathematics, particularly in shape, space and measure.
- The childminder actively supports children's enjoyment of music. She attends a local group that provides opportunities for them to listen to themed rhymes and songs. Children thoroughly enjoy these activities with the childminder. They learn in more unfamiliar settings, where they build confidence as they have fun and play new sounds on instruments.
- The childminder proactively evaluates her practice and her organisation of her provision. However, the childminder's own professional development is not focused sharply enough on strengthening the quality of her teaching skills.
- The childminder promotes diversity in the setting, using expert support from parents. She seeks valuable information to enable children to learn about cultural festivals. Children engage in activities and discussions about their families and extend their understanding of the wider world.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a comprehensive range of documentation to underpin her good practice and promote children's safety and welfare. She is clear about her role and responsibility to keep children safe. The childminder can recognise the possible indicators of abuse and has a clear knowledge of how to respond to any concerns about children's safety or welfare. She checks her home daily to help her to identify and remove any hazards. She ensures that precautions are in place so that children can play safely. She supervises children closely in her home and outside.

What does the setting need to do to improve?

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

- identify precise training opportunities to focus on extending knowledge to raise the quality of teaching to a higher level
- increase opportunities to extend children's learning, having more regard for mathematical concepts and vocabulary, within routine play.

Setting details

Unique reference number	EY286064
Local authority	Kent
Inspection number	10228359
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 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	29 November 2016

Information about this early years setting

The childminder registered in 2004 and lives in Swanscombe, near Dartford, Kent. She operates for most of the year from 7.30am to 6.30pm, Monday to Friday. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Kate Williams

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 viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documentation on request.

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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