

Childminder report

Inspection date: 20 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 have developed a positive and trusting relationship with the childminder. They feel happy, safe and secure in her care. Children make independent choices from a range of easily accessible toys and resources. They have plenty of time to repeat activities and explore their interests.

Children enjoy an increasing range of books and become attentive listeners. They look at 3D pictures of birds with the childminder. Children learn the names of birds seen on the water and some more exotic birds, such as ducks and parrots. Children demonstrate good physical skills. They turn the pages carefully and push the various buttons to hear a variety of bird songs.

Children's literacy is supported effectively. During nature walks, they collect activity cards which relate to different creatures, such as bees, beetles and toads. Children learn to write for a purpose. For instance, they draw a line following the path from the outside of a maze to the centre. Older children can confidently write their name, ready for school.

The childminder has high expectations for children's behaviour. Children begin to understand some social rules for being together. For example, they are reminded by the childminder to say 'thank you' when they willingly share toys with their friends.

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

- The childminder works effectively with parents. She uses an electronic recording system to help share information about the activities she plans for children. The childminder ensures parents know what their children need to learn next to support their learning at home. Parents comment that they are happy with the service provided. Children make good progress from their starting points.
- The childminder supports children's communication well. She reinforces the word 'push' to teach younger children how to connect plastic bricks together. Older children make imaginative 'small worlds', such as building enclosures for toy zoo animals. The childminder helps children learn new words, such as 'safari'. Children show an interest in numbers and count the bricks for each animal enclosure. However, the childminder does not consistently adapt her teaching to challenge older children at the highest level. For instance, she did not extend older children's mathematical skills further when counting bricks.
- All children enjoy drawing freely. They demonstrate positive attitudes to learning and show they are creative. For example, older children meticulously draw circular rainbow shapes with felt-tip pens. Younger children make marks with crayons and use a smiley face stamp on their paper. Although the childminder

clearly sets out what she wants children to learn, she does not always plan activities carefully enough to help extend children's learning experiences further. For example, she could more effectively support children learn about shapes.

- Children have plenty of opportunities to be physically active. This supports their emotional well-being. The childminder teaches children about the world around them. For example, she takes them on woodland walks, to the farm and to the Ecology Centre. Children learn about the community in which they live. They have opportunities to meet different people and socialise with other children. For example, they regularly attend rhyme time and visit the library to choose new books.
- The childminder helps children to understand how they can support their good health. She grows vegetables in her garden, which they harvest and eat. Children join in the decision-making about what they would like to eat for their snack, such as strawberries or an apple. They learn about healthy practices, such as washing their hands before eating. The childminder discusses cleaning their teeth to promote good oral health.
- The childminder has a diploma in nursery nursing. She regularly reads information online to help update her knowledge and reflect on her practice. For example, she has explored whether she should be forest-school trained. This would benefit children's play experiences when outdoors. The childminder works well with professionals at other early years provision that children attend. For example, she displays the letter of the week, 't', to ensure a consistent approach to children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding and how to protect children in her care. She is aware of the signs and symptoms that may indicate a child is at risk of harm. The childminder has a secure knowledge of local safeguarding procedures and where to report any concerns. She recognises how to identify those children that may develop extreme views or behaviours and knows the importance of monitoring children's attendance. Risk assessments are effective. The childminder has frequent discussions with children about how to keep themselves safe. For example, they talk about road safety.

What does the setting need to do to improve?

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

- strengthen planned activities to consistently build and challenge the emerging abilities of children taking part
- increase opportunities for children to deepen their understanding of mathematical problems further.

Setting details

Unique reference number	EY442046
Local authority	Kent
Inspection number	10228623
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 5
Total number of places	6
Number of children on roll	7
Date of previous inspection	27 January 2017

Information about this early years setting

The childminder registered in 2012 and lives in Kemsing, near Sevenoaks, Kent. She operates her service Monday to Friday from 7am to 7pm for most of the year. The childminder has an approved level 3 qualification. She receives funded early education for two-, three- and four-year-old children.

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 childminder.
- The inspector carried out a learning walk with the childminder 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.
- The inspector discussed with the childminder her safeguarding procedures to keep children safe from harm and her complaints policy.
- The inspector spoke to parents and read some comments about the childminder's service.

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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