

Childminder report

Inspection date: 21 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 are confident and secure in the care of the childminder. They show a sense of belonging and independently select what they would like to play with from their dedicated playroom. The childminder has high expectations of all children and she encourages them to make choices. Consequently, children lead some of their own play and learn to negotiate with their friends. They make good progress and gain a strong foundation for their future learning. Children regularly attend local groups, where they have opportunities to socialise within a larger group of children. Trips to the parks and woods, build on their knowledge of the world and enables them to develop their physical skills.

Children's communication is promoted well. Their love of stories is evident, for example, when they talk about their favourite books. Children show good recall when they dramatically recite key lines from the story of the 'Three Little Pigs'. Children jump up and down with excitement when the childminder reveals a themed activity is based on the story.

Children's behaviour is good and they show impeccable manners. They are learning how their behaviour affects others. For example, with gentle guidance from the childminder they find solutions to minor issues that arise around sharing and taking turns. Children make good friendships and are kind to one another.

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

- The childminder knows the children extremely well. She creates a broad curriculum which offers a balance of adult-led activities, along with ample opportunities for children to play freely. Children enjoy imaginative play, where they dress up as different characters. They loudly sing along to their favourite songs and copy dance moves. At times, the childminder does not extend activities to increase children's engagement and provide more challenge.
- The childminder shares her curriculum with parents. She gathers initial information from them to learn about children's interests and prior learning. She establishes effective communication systems with parents, and other settings children attend. This helps to provide consistency in children's care and learning. The childminder monitors children's progress closely and focuses on the next steps in their learning.
- The childminder warmly interacts with the children, creating a good sense of fun. She provides a narrative as children play, asking open questions to engage them in conversation. For example, she asks the children if they can recall any other stories about a wolf. Children quickly respond with 'Little Red Riding Hood'. They then explain there are no wolves living in the woods in this country. There is continual chatter, singing and laughter. At times, the childminder moves the

conversation on too quickly. Consequently, children do not always have enough time to respond.

- Children show good levels of determination as they they persevere when completing puzzles. They welcome the childminder's suggestions of matching colours and shapes. On completion children smile and proudly say, 'I did it'.
- Children are encouraged to lead a healthy lifestyle. The childminder provides children with healthy and nutritious meals and snacks. She manages their individual dietary needs well. She ensures all children are catered for, and those with special dietary needs feel included. There is a strong focus on outdoor learning to support children's physical development and build knowledge of their community.
- Partnerships with parents are extremely positive. Parents say their children 'feel loved and cared for'. They see the childminder as 'an extended part of their family'.
- The childminder keeps up to date with new guidance and developments in children's care and education. She attends training and also works closely with a small group of childminders to share knowledge and ideas for best practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of child protection matters, including the action to take if she had a safeguarding concern. She is fully aware of her role and responsibility to keep children safe from harm. The childminder carries out regular checks to maintain a suitable environment and ensure children have safe spaces to play. The childminder implements a safeguarding policy, which is shared with parents. The childminder keeps her safeguarding knowledge current, through attending safeguarding training and webinars. She understands the wider safeguarding issues, such as domestic violence and online grooming, which put children at risk of harm. The childminder also teaches children how to keep themselves safe. She puts clear boundaries in place and ensures that children are aware of the expectations.

What does the setting need to do to improve?

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

- improve focused activities to take into account the different ages of children taking part, in order to provide more challenge
- support children's communication even further by giving children sufficient time to respond to questions and conversations.

Setting details

Unique reference number	EY411623
Local authority	Kent
Inspection number	10228530
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	2 to 11
Total number of places	6
Number of children on roll	11
Date of previous inspection	25 October 2016

Information about this early years setting

The childminder registered in 2010 and lives in East Malling, Kent. She offers care from Monday to Friday, 7am to 7pm, throughout the year. The childminder has a relevant level 3 childcare qualification. She receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Lizzie Mackey

Inspection activities

- This was the first routine inspection the setting 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 took account of parents' written feedback.
- The inspector sampled documentation, including the childminder's training certificates and policies.
- The inspector spoke to the children and observed their play.
- The inspector spoke to the childminder at convenient times during 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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