

Childminder report

Inspection date: 22 June 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children settle quickly with the friendly childminder. They arrive happy and begin to play and explore. The childminder builds good relationships with children. They actively include her in their play and want to share their achievements. Children behave well and look forward to seeing each other. For example, younger children enjoy going to collect the older children from school. The childminder has appropriate strategies in place to help children learn how to take turns.

Children enjoy the opportunities to be independent. For instance, they use the hose to fill up the water tray and begin to learn how to peel their own fruit at snack time. The childminder helps children to challenge themselves and has high expectations for them. She is close by for support and guidance where needed. For example, children experiment with fitting together different-shaped wooden nuts and bolts. The childminder gives gentle encouragement to help them to complete the task. As a result, children build confidence in their own abilities and good self-esteem. Children enjoy daily opportunities to play in the garden. They use ride-on vehicles and have mark-making opportunities.

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

- The childminder has worked hard and made good developments since her last inspection. She works with the local authority adviser and has sourced training. For example, she has developed her learning environment to ensure that children have access to a range of resources. As a result, she has met all the actions set at her last inspection. The childminder has plans in place to help continue the development of her setting.
- Children receive healthy meals and snacks. Mealtimes are social occasions where the childminder models appropriate manners. At times, however, the childminder does not extend her discussions to help children learn more about how to support their own health.
- The childminder helps children to have a good engagement in learning. She knows their individual interests well and uses these in activities to help them be motivated. For instance, children actively search for bugs using a magnifying glass in the garden. They talk about caterpillars and spot butterflies. As a result, children learn skills to help them for their next stage of learning at pre-school or school.
- The childminder supports children's language well. For example, children relish the opportunity to read stories and they choose them enthusiastically. They tidy the books away afterwards. The childminder helps children to learn a range of new words such as 'squashy' and 'bumpy'. However, for children who learn more than one language, the childminder is not always aware of their development in other languages to fully understand their overall language capabilities.

- Children develop good mathematical skills. They are confident counters. For example, they count the sections of the toys that make up the tower they have built. Children begin to identify how many items are in groups. They quickly answer questions about what they can see and begin to understand simple subtraction.
- Partnership with parents is effective. The childminder works well to share information with parents about their children's day. Parents say that their children are happy and settled, and that they want to continue to use the childminder's services as their children grow older.
- Children receive a range of different learning to help build their experiences. They benefit from a curriculum that helps to close gaps in their development. For example, the childminder plans to support children to have different play experiences with other children from outside of her setting, to widen their social interactions.
- The childminder understands her role to work with other settings that the children attend. She knows the importance of sharing information about children's learning to support children to have a varied and interesting curriculum. The childminder wants to ensure that children transition well to their new setting, to support their personal, social and emotional development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of her responsibility to safeguard children. She has attended relevant training and has a good knowledge of a broad range of safeguarding areas. The childminder knows the different areas of abuse as well as other factors that could cause children harm, such as when children are at risk of being radicalised. She knows what to do if she has concerns about a child in her care. The childminder regularly checks she has the up-to-date details of the relevant agencies to contact. She has thoroughly risk assessed her home to ensure that it is safe.

What does the setting need to do to improve?

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

- develop the support for children to learn about what contributes to their own health
- continue to develop the support for children who learn more than one language, to get a better understanding of children's development in other languages to help support their communication and language development in English.

Setting details

Unique reference number	EY464379
Local authority	Kent
Inspection number	10226386
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	3 to 3
Total number of places	6
Number of children on roll	1
Date of previous inspection	28 January 2022

Information about this early years setting

The childminder registered in 2013. She lives in Gravesend, Kent. The childminder operates Monday to Friday, from 7am to 6pm, all year round, except for family holidays and public holidays.

Information about this inspection

Inspector

Sarah Taylor-Smith

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk to discuss the childminder's curriculum.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documents on request.
- The inspector spoke to parents 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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