

Childminder report

Inspection date: 29 July 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children enjoy their time in the home-from-home environment that the childminder and her assistant have created. Children confidently leave their parents at the door and settle into activities. For instance, some children are keen to explore the play dough and spend time mark making. Whereas others enjoy playing in the sand pit and exploring the minibeasts and sea animals in the water tray.

Children show delight in being in the outside area. They have plenty of opportunities to practise their physical skills. For instance, children hold their arms out to balance across beams and manoeuvre their bodies over the climbing frame. The garden provides safe opportunities for children to experience appropriate risk taking.

Mealtimes are enjoyable experiences in which all the children come together to eat. Children are provided with a range of healthy snacks and water, which they confidently drink from their individual bottles. The childminder talks to the children about the foods they eat, to provide opportunities for them to learn about keeping themselves healthy. During snack time, children enjoy listening to the childminder read stories. For example, they listen intently and join in with the words of the 'Tickle Monster', laughing with delight at the puppet tickling them as part of the story.

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

- Children are provided with a wide range of resources which they enjoy. However, at times, the children are not fully engaged in meaningful learning. For instance, children tend to flit between the activities on offer rather than maintaining concentration and extending their learning.
- The childminder and her assistant recognise themselves, that due to the impact of the COVID-19 pandemic, there has been limited face-to-face training and support for them since registering their childminding service. However, seeking professional development opportunities around improving the quality of interactions, will support children's development even further.
- Children have their voices heard and ideas listened to. When children suggest making their own play dough, this is followed through by the childminder. The children show great excitement at being able to make their own to take home. This encourages the children's mathematical development as they follow instructions about the quantities of ingredients needed. They use trial and error to add more water or flour to get the consistency of the dough correct.
- The childminder understands how to promote children's emerging speech development. For instance, the children enjoy song time. They dance and sing to familiar songs such as 'Head, Shoulders, Knees and Toes', being encouraged

to sing as they act out the movements.

- The childminder ensures that she liaises well with other agencies to support children with special education needs and/or disabilities. She welcomes visits to the setting to get advice and support. As a result, the childminder has now started to introduce visual prompts into her provision, in order to support children who are learning to communicate.
- The childminder has strong links with other settings that children attend. For example, she ensures that the two-year progress checks are completed thoroughly, and personalised plans are shared with other agencies involved with the children. This helps provide consistency between the various provisions that children attend.
- The childminder and her assistant have good relationships with parents and carers. Parents praise the information they are provided with about what their children are learning. For example, parents comment that they are given ideas to support learning at home. They appreciate that there is a constant two-way flow of information.
- Children are kind and courteous to one another. They behave well and invite others into their play. For example, when the children initiated a game of 'hunt the egg', they searched for them in the garden together. Children were seen confidently counting the eggs in their buckets, and sharing the amount around so each child had the same.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant understand their safeguarding role and their responsibility to protect children within their care. The childminder can talk about the wider risks to children, such as radicalisation and extremism. They both know who to contact in the event of an allegation being made against themselves or a household member. The childminder has a secure understanding of who to contact should there be a concern that she needs further advice about. The processes for recording accidents and injuries that happen at the setting are robust and shared with parents and carers.

What does the setting need to do to improve?

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

- ensure that children are engaged in meaningful learning which meets the intent of the curriculum and builds on children's knowledge
- seek professional development opportunities, in order to improve the quality of interactions with children.

Setting details

Unique reference number	2575195
Local authority	Kent
Inspection number	10239536
Type of provision	Childminder
Registers	Early Years Register, Compulsory 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	17
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Shepway which is in Maidstone, Kent. She is open all year round, Monday to Thursday, 7am to 6pm, with the exception of family holidays. She has one assistant that works alongside her. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kelly Southern

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 provider and has taken that into account in her evaluation of the setting.
- The inspector spoke to the childminder, assistant and children at various points throughout the visit.
- The inspector held a discussion with the childminder and assistant to understand how the early years provision and curriculum are organised.
- The inspector observed the childminder and assistant to assess the quality of education.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

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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