

Childminder report

Inspection date: 9 August 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 are happy and settled in the childminder's home, where she has made positive improvements to her provision and the outcomes for children since the last inspection. Children demonstrate that they feel safe and confident as they move around the indoor and outdoor environments, and they engage the childminder and her assistant in their play. Children regularly experience learning outdoors. The childminder takes them on a range of outings, such as to farms, the beach and aquatic centres, which helps children to learn about nature and the world around them.

Children are very confident. They engage in conversation with visitors and initiate games with them, such as 'peekaboo'. Children have developed good relationships with the childminder, her assistant and their peers. They speak to each other in a pleasant way and often show acts of kindness, such as cuddling a friend who becomes upset. The childminder has worked hard with her assistant to improve the consideration given to the activities provided to ensure they better support children's development needs and interests. Children enthusiastically take part in planned activities and also confidently initiate their own play from the resources on offer.

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

- The childminder has successfully addressed the actions raised at her last inspection and is committed to making further improvements to her practice. Both she and her assistant have attended training relevant to the children attending their setting. For example, they have accessed courses on special educational needs and this helps to broaden their skills and knowledge for the benefit of the children.
- Children have good opportunities to develop their physical skills. The childminder supports younger children's developing mobility by taking them to gyms and providing soft-play equipment in her home. All the children giggle and squeal as they play 'the floor is lava' and jump onto the soft-play blocks when the music stops. Older children learn to assess their own physical risks as they sit on wheeled toys and roll down the slope in the garden under careful supervision of the assistant.
- Children take part in enjoyable activities, such as making their own play dough. Older children help younger children to pour water from a jug and they all have fun mixing the dough with their hands and adding different colours and smells. However, the adults do not always promote children's thinking skills. For example, they do not make the most of this activity to develop children's descriptive vocabulary or mathematical thinking.
- The childminder and her assistant know the children well and confidently explain

why they have put different resources out and how these will benefit the children's developmental needs. Overall, the learning environment is well set out to support children's all-round development. However, some areas are not always well resourced to consistently support children's learning during their self-chosen play.

- The childminder exchanges information with parents, which helps to promote continuity in learning. She gives parents advice on how to support their children at home, such as with potty training. Parents speak highly of the childminder. They comment in written testimonials about how their children love to be in her care and the time the childminder takes to work with them to meet their children's particular needs.
- The childminder follows good hygiene practices, which helps to promote children's good health. She teaches children how to wash their hands before eating and provides them with healthy, nutritious meals. In hot weather, children have ready access to drinking water at all times to keep them hydrated.
- The childminder and her assistant both report that they have a good work-life balance. The childminder supports her assistant through her apprenticeship training, allowing time for meetings with tutors and online learning. This helps to ensure positive levels of well-being.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant share a secure knowledge of child protection. They have both attended safeguarding training and are able to talk about signs and symptoms of abuse. They both understand their responsibilities to keep children safe and know what to do should they have concerns about children's welfare or about each other's practice. The childminder has attended safer recruitment training to improve her recruitment and vetting procedures. Both adults ensure that the learning environment is safe and talk to children about safe play, such as not going near the swing when someone is on it.

What does the setting need to do to improve?

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

- improve interactions with children to give them time to think and respond to questions asked and to make the most of conversations to extend learning
- ensure areas of the learning environment are kept sufficiently resourced to keep children engaged in their learning during their self-chosen play.

Setting details

Unique reference number	EY435870
Local authority	Medway
Inspection number	10232332
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 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	9 February 2022

Information about this early years setting

The childminder registered in 2011 and lives in Chatham, Kent. She holds a recognised childcare qualification at level 3 and works with an assistant. The childminder operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Nicky Hill

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 spoke to the inspector about their intentions for children's learning.
- The inspector talked to children and the assistant at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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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