

# Childminder report

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Inspection date: 9 September 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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**

The childminder provides a welcoming, home-from-home environment where children feel happy, safe, and secure. Children enjoy the time they spend with the childminder. They quickly settle, select resources independently and become engrossed in their play. The childminder places a high priority on getting to know the children's care routines, interests and learning needs from the very start. She gathers detailed information from parents and carefully uses this information to provide a range of exciting and enjoyable activities that help children to make good progress in their learning. Children benefit from regular outings where they gain new learning experiences. For example, the childminder takes them to local woodland areas to participate in outdoor learning activities. Children have opportunities to learn about the natural world and practise their physical skills.

Children behave well and demonstrate good manners. They listen carefully and follow the childminder's instructions. Children receive high levels of praise and encouragement in everything they do. This helps to support their self-esteem and confidence in their own abilities.

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

- The childminder has made significant improvements since her last inspection and completed further training to increase her knowledge. She plans a range of inspiring activities to help build on children's interests. For example, children explore different textures and objects as they engage in an activity to learn about space and the moon. This helps to support their understanding of real-life events happening around the world. Children learn new knowledge, such as how rockets travel into space.
- Children have good opportunities to develop their independence and self-care skills well. They confidently select resources they want to play with and learn to manage tasks for themselves. For example, at mealtimes, children wash and dry their own hands, and they put on aprons and dressing up outfits independently when playing.
- Overall, the childminder has a good understanding of how children learn. She gets to know children well and implements a curriculum full of activities based around their interests. For example, children eagerly collect natural objects while outdoors and the childminder spontaneously plans a leaf-painting activity. However, at times, she directs their play too much and children do not have the opportunity to follow their own ideas and explore their own curiosities.
- Children learn about equality and diversity. The childminder provides them with a good range of activities, resources and books about other cultures, traditions and the world we live in.
- The childminder understands the importance of forming strong partnerships with

parents and forming links with other professionals involved in children's care and development. She has established effective communication with parents to share information and ideas in order to build on children's learning at home. However, the childminder has not yet formed effective links with other settings that children attend, to promote continuity for children's development.

- The childminder supports children's emerging communication and language skills well. She talks to children as they play, role models new vocabulary and asks questions. Consequently, children speak confidently and initiate conversation with the childminder.
- The childminder supports children well to learn about how to keep healthy and safe. They enjoy nutritious meals and have regular access to physical exercise. Furthermore, children learn about keeping safe when on outings, such as crossing the road safely.
- The childminder evaluates her practice well and values feedback from parents and children to help her identify areas for improvement. She ensures all essential training is in place, such as paediatric first aid and safeguarding.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role to safeguard children. She provides an environment where children's safety is of the highest priority. The childminder has strict risk assessments in place. For example, she checks her environment before children arrive and during the day to ensure any potential hazards are minimised or removed. Furthermore, she carries out thorough risk assessments for outings before taking children, to check the environment is safe and suitable. The childminder renews her safeguarding knowledge regularly to ensure that she is up to date with any changes in legislation. She recognises the importance of understanding wider safeguarding issues and knows how to recognise the signs that a child might be at risk of harm and the procedures to raise her concerns.

## **What does the setting need to do to improve?**

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

- increase opportunities for children to explore, experiment and follow their own ideas to consolidate and extend their learning
- build on partnerships with other settings children attend to further promote the continuity in children's learning and development.

## Setting details

<b>Unique reference number</b>	2536687
<b>Local authority</b>	Kent
<b>Inspection number</b>	10233356
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	10 March 2022

## Information about this early years setting

The childminder registered in 2019 and lives in Chatham, Kent. She operates Monday to Friday from 7.30am to 5.30pm all year round, except bank holidays and family holidays.

## Information about this inspection

### Inspector

Nicky Chambers

### Inspection activities

- The childminder discussed the needs of individual children with the inspector and talked about the progress they are making.
- The inspector assessed the childminder's understanding of how to keep children safe.
- The childminder and the inspector evaluated a planned activity together.
- The childminder and the inspector had a learning walk of the areas used by the children and discussed how the curriculum is implemented.
- The inspector observed interactions between the childminder and children, and spoke with them at appropriate times during the day.
- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.

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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