

Childminder report

Inspection date: 20 September 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 enjoy warm relationships with the childminder, and they settle quickly on arrival. They are familiar with the routines in place, which are flexible according to their individual needs. Younger children fall asleep drinking their bottle, securely snuggled into the childminder. In response to this, the older children independently move to the other end of the room to play. Children thoroughly enjoy the autonomy they have in the setting. This encourages them to independently select resources and develop their own ideas. There is a great sense of fun, and children have good friendships with one another.

Children sit together at lunchtime, closely supervised by the childminder who encourages their independence. They persevere with minimal help from the childminder to serve the food onto their plate. Children learn about the importance of eating healthily, and where food comes from. For their snack, they enjoy eating fresh cucumber and tomatoes, which they have grown from seed. Children talk about removing the prickles on the cucumber, and that you can pickle cucumbers.

Children's behaviour is good, and they are learning to share and be considerate to one another. The childminder has high expectations of all the children, and they are responsive to her gentle approach. For example, when children want the same car in the garden, she helps them to understand taking turns. The childminder also uses effective strategies to distract children from becoming upset. This results in the children playing happily together on the see-saw instead.

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

- The childminder knows all the children well and what they need to learn next. Her curriculum intent is clear, and she plans for children's individual needs and interests. For example, for older children her focus is building on their independence, and encouraging their love of books. This strengthens children's awareness of literacy and builds their vocabulary.
- The childminder promotes children's health and well-being very well. Older children confidently manage toileting. They proudly report they have washed their hands and flushed the chain. Children enjoy ample outdoor play, where they hone their physical skills. They make marks in the sand, confidently ride the cars, and carefully pick the ripe tomatoes off the plants.
- All the children show an interest in books and stories. In response to this the childminder reads stories routinely throughout the day. Children excitedly choose their favourite books, in anticipation of story time. The childminder engages all the children, as she reads familiar stories with enthusiasm and encourages their recall.
- Overall, the childminder supports children's language development well and she

engages with the children continually. However, at times she does not add to children's language when they say single words. This does not build on their vocabulary and early understanding of sentence formation.

- The childminder develops effective partnerships with parents and other early years settings children also attend. She gathers detailed information about children's prior learning. The childminder shares her observations with parents through a written diary, which they also contribute to. Parents comment that their children are extremely well looked after and are learning something new every day. Parents also say they appreciate the support given by the childminder to settle children when they first attend.
- The childminder provides activities to help children understand the world, for example they learn how to plant, nurture and harvest plants. However, there are less opportunities for children to learn about the differences and similarities of other people and communities.
- The childminder provides a wide range of resources and activities, which enhances children's play and learning. Writing materials are always available and included within role-play activities. For example, younger children enjoy making marks with the large chinks at the easel. Older children write shopping lists in the role-play shop. This helps children to develop their eye-to-hand coordination and represent their own thoughts and ideas.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of her role and responsibilities in safeguarding. She fully understands how to refer any concerns she may have about a child and family in her care. The childminder attends safeguarding training regularly, and she shares her policies and procedures with parents. The childminder risk assesses her home effectively to minimise hazards, so that children remain safe in her care. She organises the environment, so that children can safely explore and do things for themselves. The childminder reminds children of the safety reasons for having to do some things. This increases their awareness of their environment and their personal safety.

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 learn more about the differences and similarities between themselves and other people, in the local community and the wider world
- respond to children's single words by adding another to build on their vocabulary and understanding of sentence formation.

Setting details

Unique reference number	EY452967
Local authority	Kent
Inspection number	10228735
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	1 to 9
Total number of places	12
Number of children on roll	14
Date of previous inspection	25 November 2016

Information about this early years setting

The childminder registered in 2012. She lives in Snodland, near Rochester, Kent. The childminder operates her service all day on Monday to Friday for most of the year, with the exception of bank holidays and family holidays. The childminder has a level 3 qualification in childcare. The childminder works with an assistant, on occasion.

Information about this inspection

Inspector

Lizzie Mackey

Inspection activities

- This was the first routine inspection the childminder 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 their evaluation of the provider.
- The childminder spoke to the inspector about her intentions for children's learning. Children confidently interacted with the inspector throughout the inspection.
- The inspector took account of parents' views through written feedback.
- The inspector observed the quality of education being provided and assessed the impact of this on children's learning.
- The inspector viewed the premises and discussed with the childminder the risk assessments in place.

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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