

Childminder report

Inspection date: 22 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 are happy and content in the care of the warm and welcoming childminder. The environment and atmosphere are calm and relaxed. Children freely explore the resources, which are appropriate to their age and stage of development, with ease. This enables them to lead their own learning and explore their interests.

The childminder is accommodating to the children's needs. Positive relationships have been established. For example, children eagerly take books to the childminder to read. Together they cuddle up in the chair to explore the book. Children listen intently as the childminder uses voices and actions. They show excitement as the book comes to an end and they embrace in a 'Duggee Hug' relating to the story.

Children's individual needs are met well. For instance, children freely access their water bottles when they require a drink. Snack times provide further opportunities for the children to develop their language skills. The childminder consistently engages with the children and sings. Children giggle at songs such as 'Incy Wincy Spider' as the childminder pretends to be the spider walking up their arm. Children's routines mirror what they do when at home. This provides the children with consistency.

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

- The childminder has thorough and effective settling-in processes for new children. For instance, she invites the family to her home to see her provision and ask any questions. The childminder then plans settling-in sessions for the children to gradually build up the length of time. This allows the children to develop relationships with the childminder and the other children, before being left for longer periods.
- The childminder has clear intentions of what she wants the children to learn and do, and how she is going to achieve this. However, children could be provided with more challenge to extend their learning. For example, although the childminder provides opportunities for children to practise their physical skills and pulling themselves up to standing, she does not consistently use her interactions to actively encourage them to do so.
- The childminder is reflective. She undertakes professional development opportunities to ensure that she is knowledgeable. For instance, she has completed thorough training covering online safety, breast ironing, and equality and diversity. This supports her in keeping children safe and understanding how to be an inclusive provider. For example, she ensures that she celebrates the faiths and festivals of the children she cares for. This helps children to learn about their similarities and differences.

- The childminder is skilled at talking and interacting with the children, to encourage their speech development. For example, when a child passes her a toy animal, she will clearly name what the animal is and then make the corresponding sound. She consistently sings to the children and reads, which helps widen their vocabulary.
- Children get to explore the community around them. They take daily trips to visit parks and toddler groups and to buy things from the shops. They also visit the local outside leisure park, to play and watch the trains. This provides children with social experiences and helps them to learn skills for the future, such as how to take the bus.
- Parents speak highly of the childminder. They value the time that she spends ensuring that their children are settled and happy during their induction. Parents comment on the positive level of communication that they receive. For example, they are given time to talk about their children at drop-off and collection and learn all about their day. This helps create a positive working relationship between the parents and the childminder.
- There are clear and consistent messages about behaviour and expectations. The childminder adapts her approach to meet the developmental needs of the children. With the youngest children, she uses simple words to show a dislike for their behaviour. For example, when children are not sharing, she will say 'no' and then support them in doing what they should be doing. This helps children learn how to interact and share with other children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role in ensuring that children are kept safe. She has a good understanding of the areas of abuse, and how these may present in children. She can talk clearly about the risks to children and give examples, such as domestic violence and radicalisation. The childminder understands the protocols she would need to follow in the event of an allegation being made about her. Risk assessments are carried out daily to ensure that the premises are safe and suitable for the children. The childminder has a full and relevant paediatric first-aid certificate to ensure that she can deal with accidents and injuries.

What does the setting need to do to improve?

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

- explore ways to extend and challenge children's learning, to fully support them in achieving their next steps.

Setting details

Unique reference number	103457
Local authority	Medway
Inspection number	10228111
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 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	17 November 2016

Information about this early years setting

The childminder registered in 1996. She lives in Gillingham, Kent. The childminder is available to work each weekday, from 8.30am to 5pm, for most of the year.

Information about this inspection

Inspector

Kelly Southern

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 childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector around the premises and discussed how she ensures they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views on the setting with the inspector.
- The childminder provided the inspector with a sample of key documents 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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