

Childminder report

Inspection date: 12 October 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 arrive happily and instantly hold their arms up for cuddles with this very sensitive and nurturing childminder. The childminder provides a welcoming and warm home environment where children quickly build a positive attachment to her and make friendships with their peers. Children enjoy playing alongside their friends and are beginning to build on friendships by being kind, caring and inclusive. All children share resources such as the sand, pens and cars. Even the youngest of children offer their toys to their friends to cheer them up.

The childminder provides a wealth of exciting resources and sets out activities that engage and interest children. Children play for extended periods of time, engrossing themselves in the learning. They regularly enjoy looking at story books, which aids their imagination. They thoroughly enjoy making sand steaks and writing menus for their pretend café. The childminder has high expectations for every child and is good at challenging and extending learning to rapidly further children's development. For example, she adds pretend candles to the sand to bring in an element of counting and colour recognition when making sand cakes. Children are very independent at all ages, and this supports them well for moving on to the next stage of their learning.

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

- The childminder has a clear understanding of the curriculum and how to use it alongside effective assessment to support all children to develop. She adapts learning opportunities to target and challenge children's individual needs. This supports each and every child to make good progress.
- The childminder is very good at supporting children to develop their communication and language skills. She constantly provides new vocabulary, speaks clearly and repeats words often. Children assimilate new words quickly and enjoy using them in their play. For example, they learn 'squid', 'jellyfish' and 'paddle' when looking at animal books, and 'piece' when making jigsaw puzzles.
- The childminder is adept at using appropriate questioning to support children to problem-solve. To provide a deeper understanding, she allows them ample time to think and work things out for themselves, such as how to get the sand out of the tea pot and how best to transport water.
- The childminder supports children to listen and respond to learning well. The children smile as they sing and join in with the actions of familiar nursery rhymes. They are confident to complete each line and sing along together. This supports children's confidence and love of learning and prepares them well for moving on to school.
- The childminder provides a varied curriculum for all children, but places less emphasis on using and learning about new technologies. This doesn't support

children so well in understanding the potential risks of using digital technology and the internet and where to seek support if they need it.

- The childminder sets consistent and fair expectations for behaviour. She is quick to respond to any emotional needs and supports children in problem-solving issues such as sharing. She has used funding well to buy resources to support emotional well-being during the COVID-19 pandemic. This supports children to begin to understand their own emotions and how their behaviours impact others.
- The childminder supports children to be independent from an early age. They confidently navigate steps, go to the toilet alone, wash their hands for meals and take their own shoes off. They enjoy helping to set the table, and they make sure their friends have everything they need. This supports children to be confident and independent learners.
- The childminder supports children to explore different faiths and celebrations from a variety of cultures. However, this is not always in relation to supporting the children to understand their own uniqueness and the differences and similarities between each other.
- The childminder has a clear vision for providing high-quality care and education. She is constantly reflective of her own practice and seeks to further her knowledge through training, to aid the development and well-being of all children.
- Parents are very complimentary of the childminder and the care and experiences she provides. These strong parent partnerships support a continuity of care and education for children, where parents feel involved in their child's learning journey. Parents comment that their children have 'grown enormously in confidence', 'they are always up to something exciting every day' and they have 'learnt an enormous amount and had loads of fun whilst doing it'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role with regards to safeguarding. She is clear on signs and symptoms to look out for, how to record safeguarding incidents and how to refer any child protection concerns. The childminder completes regular training to update and expand her knowledge. She undertakes effective risk assessments of the setting daily and of external outings, to help reduce and minimise any potential hazards.

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 engage with modern technology and broaden their knowledge and understanding of how to use it safely

- focus professional development on enhancing knowledge of how to support children to understand their own cultures and celebrations pertinent to them.

Setting details

Unique reference number	EY472117
Local authority	Kent
Inspection number	10228862
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 3
Total number of places	3
Number of children on roll	6
Date of previous inspection	30 January 2017

Information about this early years setting

The childminder registered in 2014. She lives in Folkestone, Kent. She provides care from Monday to Friday, between 7.30am to 6pm, all year. The childminder has achieved qualified teacher status. She receives funding to provide free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Nina Harvey

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 and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector carried out a joint observation of an activity with the childminder.
- Parents shared their views with the inspector, both through discussions and written comments.
- The inspector observed the interactions between the childminder and children and considered the impact on learning.

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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