

Childminder report

Inspection date: 19 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 are happy and confident in this caring and nurturing setting. They enjoy the interactions and play experiences they have with the childminder and her assistants. Children develop strong friendships and behave extremely well. They talk confidently to visitors and show them interesting things that they find about the toys and resources on offer at the setting. Children feel safe in the care of the childminder and her assistants.

Children learn about healthy lifestyles. They use the toilet independently, but they confidently ask for help when required. They learn to wash their hands after toileting and before eating. Children talk about foods that they like. The childminder and her assistants provide children with foods appropriate for their preferences. They encourage children to try new foods and make healthy choices. Children enjoy outdoor play and getting fresh air. For example, they visit the local park and field to develop their physical motor skills and spatial awareness.

Children enjoy exploring resources that appeal to their interests. For example, they use materials and accessible tools to support and extend their dexterity skills within the sandpit. Children scoop and manipulate sand into containers. They are encouraged to keep filling until the pot is filled 'to the top' and the tray is 'empty'. They use precise movements to develop ongoing pre-writing skills, as well as being exposed to mathematical vocabulary associated with capacity.

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

- The childminder knows the children well and focuses teaching on what they need to learn next. She assesses children regularly and plans interesting activities to help children to achieve their next steps in learning. For example, new children are encouraged to settle and feel secure. Their interests are observed before establishing what they need to learn next to ensure they have a firm scaffolding on which to build understanding. Children make good progress from their starting points.
- The childminder and her assistants have clear rules and expectations at the provision. They share these with the children and encourage kindness and manners. Children are supported to follow instructions, share and take turns. They tell the childminder they are waiting for their turn and readily agree to swap toys, so that others can use them. As a result, children show respect for each other and behave well.
- The childminder and her assistants promote a communication-friendly environment. They encourage the correct modelling of certain sounds and repeat new vocabulary several times. This helps to embed new language and enhance opportunities for children to continue making good progress with their

speech.

- The childminder plans group activities for children to participate in, including walks to the local park. This includes offering children the opportunity to learn about the natural world, such as farm animals. However, other planned activities are not as successful. For example, during some group activities, staff do not recognise when the noise level rises; this leads to older children losing focus and engagement in their learning.
- The childminder provides good opportunities for children to learn about cultural diversity. For example, children talk about experiences that are familiar to them. They celebrate and find out about festivals, exploring stories and resources to help them.
- The childminder has continued her professional development with some online training, and she uses various resources to help with ideas for activities. However, she does not always evaluate training opportunities for her assistants, to help in targeting where professional development may enhance knowledge and skills further.
- Parents are happy with the service provided by the childminder and her assistants. The childminder offers parents additional guidance and support when needed. For example, when children want to play games and share stories with adults, they can borrow from a wider variety of books and home-learning activities to share with their family. The childminder keeps parents informed about their children's ongoing progress periodically. This helps to build up working partnership, and support children's home learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a clear understanding of their responsibility to protect children from harm. They recognise indicators of abuse and the procedures to follow to keep children safe. The childminder is clear about her responsibility to monitor her assistant's practices, so that they remain suitable to work with children. Children play safely under the watchful eye of the childminder and her assistants. They learn to use equipment safely and understand that some of their choices, such as running in a small space, can cause harm to themselves and others.

What does the setting need to do to improve?

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

- strengthen the organisation of group times so that all children can make the most of the learning opportunities on offer and remain fully focused and engaged
- evaluate where further training may enhance professional skills and the quality

of provision.

Setting details

Unique reference number	EY409263
Local authority	Kent
Inspection number	10258165
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	0 to 9
Total number of places	12
Number of children on roll	21
Date of previous inspection	7 August 2017

Information about this early years setting

The childminder registered in 2010 and lives in Maidstone, Kent. She offers care from 7am to 7pm on weekdays, all year round, except bank holidays. The childminder works with two assistants. She receives funding to provide free early education for children aged two, three and four years. The childminder and one of her assistants hold a qualification at level 3.

Information about this inspection

Inspector
Kate Williams

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 setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector talked to the assistants at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between assistants, the childminder and children.
- 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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