

# Childminder report

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Inspection date: 27 October 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## What is it like to attend this early years setting?

### The provision is good

Children are happy and show that they feel safe and secure in the care of the childminder. They confidently separate from their parents as they come into the setting with ease and wave them goodbye. Children form close attachments to the childminder and enjoy cuddles. This provides them with reassurance and supports their emotional well-being.

Children's behaviour is good and appropriate to their age and stage of development. The childminder is patient with children and supports them to share and take turns. For example, when children run out of wooden shapes to post into a box, she encourages others to share their blocks. Children are friendly and display kind behaviour towards their friends.

The childminder supports children's understanding of the world. They enjoy opportunities to explore their local community. She takes the children on outings to toddler groups, the beach, forest and parks. They meet weekly with other childminders and their childminded children. This promotes children's social skills and prepares them for the next stage in their education.

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

- Children take part in activities that build on their interests. For example, children who love dinosaurs snuggle up with the childminder on the sofa to read a book about dinosaurs. They talk about a tongue that 'sticks out like a snake' and how 'eggs have baby dinosaurs inside'. Children have the opportunity to explore new language they have learned.
- Overall, the childminder promotes children's speech and language development well. She talks to the children, provides a narrative and gives children time to think and respond to questions. However, occasionally, the childminder uses abbreviated words rather than the correct pronunciation. This does not help children to fully develop their vocabulary and language skills.
- The childminder thinks carefully about how to provide activities for children of a range of ages so that all children make progress. For example, younger children paint with water on 'magic' colour-changing paper, which helps to develop their fine motor skills. Older children use a paintbrush and observe how mixing yellow and red paint makes orange.
- When the childminder makes age-appropriate toys accessible to younger children, they show great interest and spend long periods exploring. Older children independently access toys and books of choice, taking the lead in their play. However, younger children do not have as many opportunities to make independent choices in their play. For instance, they rely on the childminder to get resources out for them.

- Children have close relationships with the childminder, who knows them well. This means that children make good progress from their starting points. For example, children who are learning to walk use push-along toys to hold and balance. They visit a local soft-play centre so that they can explore their new physical skills in a safe environment.
- The childminder is sensitive to children's emotional needs. She recognises when children are tired and need to rest. Younger children have comfortable places to sleep. They have their own bed linen, and the childminder checks on them regularly while they sleep.
- Feedback from parents is positive. They describe the childminder as 'friendly', 'approachable' and 'part of the family'. Parents state that they like the nutritious and home-cooked food that the childminder provides each day. They receive information about their children's learning and development online and in their folders. Parents can see the progress their children make.
- The childminder reflects on her setting and makes improvements to the service that she provides. This includes carrying out risk assessments to ensure that children are safe when out and around her pets. To keep children safe in the sun, the garden has a gazebo and there are sunshades in the car. Parents receive safety information in quarterly newsletters.

## Safeguarding

The arrangements for safeguarding are effective.

The premises are safe and clean. The childminder carries out risk assessments to ensure that the environment is suitable for the children in her care. The childminder has a clear understanding of her role to protect children from harm. She knows how to recognise the possible signs that indicate a child is at risk of abuse or neglect. This includes a broad range of safeguarding issues, such as female genital mutilation and cuckooing. The childminder knows the correct procedure to follow and who she should contact if she has any concerns about a child's well-being or safety. She carries out regular safeguarding training.

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

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

- strengthen skills in modelling new language and vocabulary to consistently support children's communication and language development
- extend opportunities for younger children to make choices about their play and develop their independence skills further.

## Setting details

<b>Unique reference number</b>	2597919
<b>Local authority</b>	Medway
<b>Inspection number</b>	10251469
<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>	0 to 3
<b>Total number of places</b>	5
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2020 and lives in Hoo, Rochester. She operates for most of the year from 7am to 5.30pm, Monday to Friday. The childminder holds a childcare qualification at level 3.

## Information about this inspection

### Inspector

Jennie Winchcombe

### 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 the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her curriculum.
- The inspector observed the interactions between the childminder and children.
- The inspector and the childminder carried out a joint observation of an activity to develop children's fine motor skills.
- Parents shared their views of the setting with the inspector.
- 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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