

Childminder report

Inspection date: 9 November 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. They are very settled during their time with the childminder as a result of the strong relationships they have formed. For example, children are confident as they freely explore the indoor and outdoor environment. This shows they have good levels of well-being and demonstrates how comfortable children feel while in her care.

Children are well behaved and have positive relationships with one another. This is helped by the childminder's high expectations. Children follow simple instructions as they help to serve lunch to their friends. This teaches them how to be kind to others. They are also starting to learn about what makes them unique. For example, they engage in conversations during lunchtime about the different foods they enjoy eating.

Children learn how to sign through singing. The childminder acts as a great role model as she teaches the children how to sign the letters of their name, using British sign language. This helps children, including children who may have special educational needs and/or disabilities (SEND), to further develop their communication and language skills. Children enjoy this experience. They take turns to practise the letters of their friends' names. For example, children sing and sign 'H' as they welcome their friend into the group. This opportunity encourages children to build relationships as they engage in a positive, social interaction.

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

- The childminder has a detailed understanding of how children learn and develop. She creates fun activities, reflecting on the seven areas of learning, to ensure children make progress in their development. This results in exciting experiences for children, helping them to develop positive attitudes towards their learning.
- The childminder places a strong emphasis on supporting children to become independent. They are consistently encouraged to have a go and try for themselves. For example, the youngest children are supported with taking off their shoes and putting on their coats. Whereas the older children are learning how to place their coat onto a hanger. This prepares children for the next stage in their education.
- The childminder implements a good routine with the children. This supports them in understanding her expectations. For example, children know to tidy up and wash their hands before mealtimes. However, the childminder does not fully consider how to teach children the importance of taking responsibility for small tasks, such as tidying up, when they have finished playing, to help maintain the play environment.
- The childminder supports children's language skills well by engaging them in

exciting singing activities. Overall, children are encouraged to make choices about which songs to sing. However, the childminder does not fully consider how to enable the youngest children, with limited language, to have the same opportunities to make choices as the older children. This impacts their involvement in the activity.

- The childminder supports children in developing healthy lifestyles. She provides them with healthy, nutritious meals and snacks, which reflects a balanced diet. She also gives children choices about the food they would like to eat. For example, children suggest cucumber to have at lunchtime. These opportunities assist children in developing a positive attitude towards their food.
- The childminder is deepening her knowledge about children with SEND through online training courses. She has established good relationships with external agencies, liaising with them regularly to ensure she is providing the necessary support for the children. The childminder knows how to make referrals if required.
- Partnerships with parents are good. Parents comment on the childminder's caring nature and how happy and settled their children are at her setting. The childminder explains how she works closely with parents to implement routines for children at home. This shows how she works collaboratively to ensure children's needs are being met.
- The childminder has a good overview of her practice. She talks confidently about her strengths, such as her relationships with her co-childminder and assistants. She can also identify areas that she wants to improve on, to strengthen her practice. The childminder is reflective and communicates regularly with her team in order to provide the best opportunities for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good safeguarding knowledge. She is confident in recognising the potential signs and symptoms of abuse. This includes physical, sexual, emotional and neglect, as well as female genital mutilation and grooming. The childminder has developed good relationships with the children and their families and feels confident in identifying any sudden changes in behaviour. She knows where to report her concerns and understands her duty to keep children safe, ensuring her environment is kept secure. She knows what to do if an allegation is made about her co-childminder, assistants or family members.

What does the setting need to do to improve?

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

- help children to further develop their sense of responsibility for their environment

- strengthen opportunities for the youngest children to communicate and make their own choices.

Setting details

Unique reference number	EY426535
Local authority	Kent
Inspection number	10257879
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	12
Number of children on roll	17
Date of previous inspection	1 September 2017

Information about this early years setting

The childminder registered in 2011 and is located in Sheerness, Kent. She is open from 7am to 6pm, Monday to Friday, all year round. She works alongside a co-childminder and two registered assistants. There are no more than three adults working with children at any one time. The childminder holds a relevant level 3 qualification, and accepts funding for the free provision of education for children aged two, three and four years.

Information about this inspection

Inspector

Jasmine Nelson

Inspection activities

- This was the first routine inspection the provider 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 showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on independence.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- 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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