

Childminder report

Inspection date:

10 November 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children of all ages are settled, confident and very happy. They are eager to join in with the interesting activities that the childminder carefully plans for them. For example, children who are intrigued by a hedgehog in the garden go on to learn about hedgehogs, such as they are nocturnal. They make a hedgehog feeder and are excited to see if there have been any 'spiky' visitors to eat the food during the night. Children are creative, imaginative and are confident to bring their fantasies alive. For example, they build a large model car and enjoy 'driving' their car to their suggested destinations.

Children are polite and behave well. They are kind and caring. For example, they praise each other's achievements. They develop good social skills and build and maintain close friendships. Children share, take turns patiently and play together harmoniously. They learn about the importance of healthy lifestyles. They talk about healthy food items and help harvest healthy produce, such as spring onions and sprouts. All children have good opportunities to develop their physical skills. For instance, they explore different ways to move, such as jumping and balancing, as they build and negotiate an obstacle course.

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

- The childminder gets to know individual children well. This includes their likes, dislikes and what makes them unique. This supports her to plan activities that she knows children will enjoy. Children have a positive attitude towards their learning and make good progress.
- The childminder establishes secure and trusting relationships with children. They have a good sense of belonging and a positive level of well-being. For example, they are confident and happy in the company of the childminder.
- Overall, children have some opportunities to be independent. For example, they are confident to choose their own play and initiate their own games. However, at times, the childminder is a little too quick to complete tasks for them. This includes preparing their own snacks. This means that children miss out on opportunities to learn to do things for themselves, to fully extend their independence skills even further.
- The childminder supports all children to develop good communication skills. For example, she provides them with language-enriched conversations to build on their vocabulary. For example, when talking about space, children learn new words, such as 'planets' and 'comet'.
- The childminder supports children to gain a good understanding of other people outside of their own communities and experiences. This includes other cultures, countries and traditions. For example, the childminder talks to children about the festivals celebrated for Chinese New Year and Diwali.

- Overall, children are engaged and motivated to learn throughout their time with the childminder. During activities, they remain interested in their learning. However, during changes in activities and routine, such as moving from play to snack time, not all children fully understand what is expected of them. At times, the childminder does not clearly discuss what is happening and what they are expected to do. This includes them sitting down to eat their fruit. Therefore, children are not making the most out of their learning opportunities during these times.
- The childminder builds and maintains positive relationships with parents. She keeps them fully involved and informed in their children's learning and achievements. The childminder provides children with a good link between home and her setting. For example, she shares recordings of her reading a story for parents to enjoy listening to at home with their children.
- The childminder evaluates her practice effectively. She reflects daily on what went well and what could be done differently next time. The childminder carefully listens to the views and suggestions of children and parents and ensures they feel valued and listened to. The childminder uses her findings to support her future practice.
- The childminder is keen to keep up to date and build on her already good skills. She carries out regular beneficial training. For example, she has recently learned about how to organise her learning environments and resources to enhance children's play experiences even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good knowledge of safeguarding and child protection. This includes showing a full understanding of what signs and symptoms of abuse to be mindful of. The childminder knows who to contact to seek advice and how to raise and follow up any potential concern. The childminder completes thorough risk assessments to cover all areas of practice. This includes ensuring good supervision of children. Children learn how to keep themselves and others safe. For example, they know what is expected of them when crossing the road. They remind each other of the rules. For instance, they recall 'look left, look right and look left again'.

What does the setting need to do to improve?

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

- improve opportunities for children to develop their independence even further
- provide children with clear explanations of what is expected of them during changes in routines.

Setting details

Unique reference number	EY396042
Local authority	Kent
Inspection number	10228505
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 10
Total number of places	6
Number of children on roll	12
Date of previous inspection	6 January 2017

Information about this early years setting

The childminder registered in 2009. She is located in Snodland, Kent. She cares for children from Monday to Friday, from 6.30am to 6pm, all year around. The childminder receives funding to provide free early education for children aged three years.

Information about this inspection

Inspector

Kelly Hawkins

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 provider.
- The inspector carried out a learning walk with the childminder. The inspector assessed the impact of the quality of interactions and the learning opportunities she provides children.
- The inspector viewed the indoor and outdoor learning environments.
- Written documentation was reviewed. This included safeguarding and child protection policies and procedures.
- During the inspection, the inspector spoke to the childminder and children at convenient times and considered their views.

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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