

Childminder report

Inspection date:

29 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 demonstrate that they feel safe and secure in this home-from-home environment. For instance, on arrival, children are eager and happy to separate from their care givers. They quickly settle and engage in play with their peers as they freely explore the well-planned resources that are on offer. Children are curious and ready to engage in their learning. This has a positive impact on the development of their character.

Children make continued progress in their learning and development. The childminder has high expectations for all children, including those with special educational needs and disabilities (SEND). She proactively embarks on professional courses as she strives for improvement. For example, recent training has improved her knowledge of how to support children's communication and language skills. The childminder can implement strategies that support children's continuous development across the seven areas of learning well.

Children have positive attitudes to their learning. For instance, young children become deeply engaged in their learning and play, as they explore building with magnets. They spend extended periods of time concentrating and take pride in their achievements as the childminder offers praise and encouragement. Children benefit fully from the environment, which has been arranged to meet their needs very well.

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

- The childminder knows her individual children very well. This enables her to plan an exciting curriculum that is built around their current interests. For example, together they explore huge leaves that they found during their morning walk. They discover a baby slug and investigate habitats further by sharing a book. Children's knowledge is consistently built on and extended by the skilled childminder. This ensures that children make good progress and are more than ready for their next stage of learning.
- The childminder provides children with a wealth of learning opportunities that take place outside of her home. For instance, every year, children enjoy an exciting train ride to a local area. They take their Christmas letters and post them to Santa. Children spend large amounts of time learning outside in natural environments, such as the woods and tourist parks. They benefit hugely from spending time in the fresh air as they learn about the benefits of physical exercise and enjoy the calming natural environments that they explore.
- Children behave well at the childminder's home. For instance, older children are good role models and support younger children to learn to share resources when minor conflicts occur. They can be heard saying, 'you can play together and

share the book'. However, there are occasions when younger children become upset or frustrated when they do not want to share. The childminder does not effectively discuss these emotions and feelings, so that children learn how to manage them appropriately. Sometimes, children are distracted from by unwanted behaviour and are not consistently being taught strategies to develop their understanding. This impacts on their personal, social and emotional development, as they struggle to regulate their emotions.

- The childminder generally supports children well to become independent in their learning and self-care. For example, children are reminded about germs and how important it is to cover their mouths when they cough. However, on occasion, the childminder completes simple tasks for children that they could easily attempt for themselves, such as wiping their own noses. This does not fully develop their independence and self-care skills.
- The childminder is ambitious and has a clear vision for providing high-quality care and education to the children in her care. For instance, she speaks passionately about the future of her professional development as she extends her knowledge and training around improving the outcomes for children with SEND. This has a direct impact on the quality of care and education that children receive at her home.
- Parent partnerships are a strength of the childminder. For example, she has built solid working relationships, where her support and professional knowledge are highly valued by her families. Parents consistently share positive feedback about her, 'consistent, professional and supportive nature'. Relationships reflect a positive and respectful culture.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good working knowledge of safeguarding policy and procedures. She can confidently discuss a range of issues that may impact on children and their families. The childminder can discuss in detail a range of safeguarding issues such as domestic violence, county lines, the 'Prevent' duty and female genital mutilation. She knows who and when to refer to in a timely manner if she had any concerns. The childminder understands the importance of her role in safeguarding children in her care and ensures that she undertakes regular training to keep her knowledge up to date. Her home is safe and secure; she carries out regular risk assessments throughout the environment to ensure that she reduces any risk to children in her care.

What does the setting need to do to improve?

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

- improve the teaching of emotions and feelings to enable children to learn to

begin to regulate their own behaviour

- build on existing practice further to enhance children's independence in self-care routines.

Setting details

Unique reference number	EY427575
Local authority	Kent
Inspection number	10263443
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	3
Number of children on roll	8
Date of previous inspection	2 May 2017

Information about this early years setting

The childminder registered in 2011 and lives in Kingsdown near Deal, Kent. She offers her childminder service on weekdays from 7.15am to 6pm, all year round, except for family holidays. The childminder holds a relevant early years degree and works with an assistant. She is in receipt of funding for the provision of free early education for three- and four-year-old children.

Information about this inspection

Inspector

Nicky Webb

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 childminder and the inspector completed a learning walk together to discuss the childminder's intentions for 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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