

Childminder report

Inspection date: 22 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 confident and happy. They are settled and clearly enjoy their time in the welcoming environment the childminder provides. Children are eager to join in with the engaging activities that the childminder carefully plans for them. For instance, children who are excited by animals are keen to complete animal puzzles and sing songs about animals. They talk about different animals and their habitats and categorise animals accordingly, such as differentiating between zoo, jungle and farm animals. Children are creative. For example, they help to make play dough and make three-dimensional models. They add herbs, such as rosemary, into the dough and explore their senses, talking about how it looks, feels and smells.

Children are polite and behave well. They say 'please' and 'thank you' with no reminders. They know what is expected of them and follow the rules and childminder's instructions maturely. Children play games where they learn to share and take turns patiently. They learn about the importance of healthy lifestyles and talk about the importance of following good hygiene practices. This includes thorough handwashing routines. Children have good opportunities to develop their physical skills. For instance, they explore different ways to move, such as when they negotiate obstacles and are excited to take part in dancing activities.

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

- The childminder gets to know the children well. This includes their individual personalities. She fully understands what children like and dislike. This helps her to plan activities and experiences that she knows children will be eager to join in with.
- The childminder establishes secure and trusting relationships with children. They have a good sense of belonging and a positive level of well-being and self-esteem. Children thoroughly enjoy the company of the childminder. For example, they are eager for her to join in with their play and seek her out for hugs and reassurance. Children have a positive attitude towards their learning. This helps the childminder to support them to make good progress.
- Overall, the childminder supports children to build on their developing communication skills. For example, she talks to children and introduces them to new words as they read stories together. Therefore, children have opportunities to widen their range of vocabulary. However, at times, the childminder is too eager to answer the thought-provoking questions she asks children. She does not give them enough time to think and then respond, to develop their listening and speaking skills even further.
- The childminder supports children to develop good skills to support their future learning. For example, children are independent. They choose their own play with confidence. The childminder encourages children to complete their own

tasks, such as putting on their coats and shoes. Children receive praise for doing so and, as a result, they show pride in their achievements.

- Overall, the childminder is keen to ensure her practice is diverse and inclusive. However, she does not currently provide children with more extensive opportunities to learn about similarities and differences outside of their own communities and experiences. For instance, the childminder is more likely to teach children about festivals and events that she is more confident and familiar with.
- The childminder establishes positive relationships with parents. She keeps them fully involved and informed in their children's learning and achievements. The childminder shares regular photos and information about what children have enjoyed doing. She provides children with a good link between home and her setting and supports parents. For example, she shares useful information and tips with them, such as healthy eating ideas.
- The childminder evaluates her practice effectively. At the end of each day, she talks to children and they discuss what they enjoyed and what they would like to do differently. The childminder uses her findings to support her future practice. She is keen to keep up to date and build on her already good knowledge and skills. She carries out regular beneficial training. For example, she has recently learned about the different ways children play and learn. This has supported the childminder to fully engage children as she now builds on their interests more effectively.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure and confident knowledge of safeguarding and child protection. She has a good understanding of what signs and symptoms of potential abuse may highlight as an issue for her to follow up. The childminder knows who to contact to seek advice and how to raise any potential concern. This includes knowing how to manage any allegations against herself or other adults associated with the address. The childminder teaches children how to keep themselves and others safe. For example, she talks to them about how to cross the road safely when they are out on their regular walks within the community.

What does the setting need to do to improve?

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

- give children enough time to think and then answer the thought-provoking questions they are asked
- build on children's knowledge and understanding of similarities and differences between their own and other communities.

Setting details

Unique reference number	EY400336
Local authority	Kent
Inspection number	10228516
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	2 to 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	7 February 2017

Information about this early years setting

The childminder registered in 2009. She is located in Dartford, Kent. She cares for children from Monday to Friday, from 7.30am to 6pm, all year round. The childminder holds a relevant early years qualification at level 3.

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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