

Childminder report

Inspection date: 3 November 2022

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

What is it like to attend this early years setting?

The provision is good

Children are happy to come to this warm and loving home. They are emotionally secure and have strong attachments. This helps them to settle quickly and explore the resources. The childminder tailors the settling-in procedure to each child's needs. She provides age-appropriate, stimulating resources. Children choose what to do and confidently engage in activities. They play independently for long periods. For example, children quickly involve themselves in playing with a range of fun resources. They delight in rolling balls down a slide and sharing from the wide variety of books.

Children relish exploring an environment that has a strong sensory emphasis. The childminder aims to stimulate their senses. For instance, children enjoy treasure baskets that contain items such as clay flowers that smell. Children behave very well, and they learn respect and kindness. They benefit from caring but firm boundaries. They listen to the childminder and follow her instructions. This helps children to know their limitations. It encourages preparation for the next stage of their education.

Babies are safe and secure, and they thrive in this loving environment. They squeal with joy when they press buttons on toys that reward them with noises and lights. They use the play kitchen to pull themselves up and move around. The childminder supports them with praise and words of encouragement. She helps them to clap and exclaims her pleasure at their achievements. This encourages children to develop the skills of persistence and resilience.

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

- The childminder continually sings and holds conversations with the children. For example, they look out of the window and sing, 'Rain, rain go away'. This supports them to learn spoken English and about language structure. Children who speak English as an additional language learn the words that describe the resources. The childminder names items as she holds them up. She focuses on number and colour. She uses two-word phrases, such as 'all gone' and 'gone now', with actions to reinforce their learning.
- Children learn to keep trying and persist with tasks. For example, during a game with small plastic bricks, the childminder encourages children to explore different ways to fit them together. She narrates what they do and uses encouraging phrases such as 'you can do it' and 'well done' and demonstrates clapping. Children delight in their achievement, which supports the development of their confidence and well-being. However, the childminder does not always extend opportunities to fully challenge children's thinking and problem-solving skills to their highest level.

- The childminder is in tune with her children. She understands their signals and responds immediately. For example, babies make noises that the childminder knows mean that they want to eat or to sleep. Her attentiveness encourages their listening skills to develop. It helps them to thrive as their self-esteem begins to grow.
- The childminder understands how to support children's emotional development. She is kind and patient. When things frustrate them, she calms children by watching the fish with them and describing children's feelings. They learn ways to self-regulate. This supports children to express their emotions and build their confidence.
- The childminder encourages good hygiene, healthy eating and independence. She tells children how to stay safe. For example, they learn that under-ripe fruit could give them a tummy ache. Children wash and prepare the fruit independently. They use recall skills by revisiting what they did and talking about things they remember.
- Children get plenty of fresh air and exercise in the large garden. There are wheeled vehicles to help them practise their physical skills. This helps children to develop their large-muscle skills. Their fine motor skills develop by gripping a variety of small toys. For example, they use bricks and balls that are small enough to hold in their hands.
- The childminder has a strong vision for her business. She enjoys doing courses to improve her knowledge of education and childcare. However, the childminder does not precisely link her own professional development to match the current children's requirements, to help her provide even better support for their individual care and learning.
- Parents are very happy with the love, care and family environment that the childminder provides. Parents report that communication is strong. The childminder uses a variety of means to tell them about their child. They know that if their child needs them, they will get a call. Parents explain that they are told daily about what their child has done. They are well informed about their child's progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is vigilant in safeguarding the children in her care. She updates her knowledge regularly using online courses. She is aware of all aspects of safeguarding and signs of abuse. Robust measures are in place to swiftly report any concerns about children's well-being. The childminder has a full understanding of 'Prevent' duty and county lines. The childminder has robust risk assessments in place. There are good systems to ensure her fish pond in the garden is safe. The children increasingly know how to stay safe. The childminder keeps children safe on the internet. She knows how to configure what children view online to her own computer. She guides parents to understand how to ensure safety for their own child.

What does the setting need to do to improve?

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

- strengthen teaching by providing more support for children to think and problem solve for themselves
- focus ongoing professional development more precisely to enhance the quality of care and education for all children even further.

Setting details

Unique reference number	2579274
Local authority	Kent
Inspection number	10250965
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 1
Total number of places	4
Number of children on roll	0
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Gravesend, Kent. The childminder is open from 7am until 6pm, all year round.

Information about this inspection

Inspector
Kay Beckwith

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.
- During a learning walk around the provision, the childminder told the inspector about her curriculum intent and what she teaches the children.
- The inspector carried out a joint observation with the childminder.
- Parents spoke to the inspector to tell her their views.
- The childminder evaluated relevant documents.
- The inspector carried out a joint observation with the childminder.
- Children were observed during the inspection.

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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