

Childminder report

Inspection date:

7 December 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, confident and very settled in the childminder's nurturing care. The childminder has warm and loving relationships with the children and there is a strong focus on emotional well-being and nurturing. For example, children learn the importance of caring for pets. They understand and respect the needs of the childminder's gentle and friendly dogs.

Children have good opportunities to make independent choices as they select from the wide range of resources and follow their interests in the carefully organised play space. They learn to do things for themselves, such as thoroughly washing their own hands and contributing to tidy-up time in the playroom. Children know where their favourite toys are and very happily focus on self-chosen activities.

The children benefit from the childminder's high expectations for their behaviour. They respond positively to the continual praise and encouragement, which helps raise their confidence and self-esteem. Children are polite and friendly, and confidently welcome visitors. They behave very well and have good manners.

Children thoroughly enjoy story time. They snuggle up close to the childminder as she reads to them. Children happily participate in telling familiar stories from their favourite books. The childminder maintains children's interest well. For example, she uses props to encourage children to join in with the words and bring the story to life. Children are gaining a love for books and stories.

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

- The childminder is confident in her knowledge of what she wants children to learn. She knows the children very well, how they are progressing and what they need to learn next. The childminder provides a varied curriculum that incorporates the children's interests and needs. She prepares children well for the next stages of their learning, including starting school.
- The childminder takes children on outings to various places of interest, such as heritage farm parks and local play parks. Children are developing good social skills and enjoy learning about the world around them.
- The childminder is kind, nurturing and responsive to the children's needs. She supports children's early communication skills well. For example, the childminder clearly emphasises key words within her interactions, introduces new vocabulary and provides children with a narrative during their play and exploration. This helps to support children's understanding and speaking. However, on occasion, she asks the children several questions without giving them sufficient time to think and respond.
- The childminder offers good opportunities for children to develop their early

mathematical skills. Children are encouraged to count within activities and explore and understand size, quantity and positional language.

- The childminder supports children to lead a healthy lifestyle. She encourages them to be physically active and ensures they follow good hygiene routines, such as washing their hands before mealtimes. The childminder promotes children's awareness of healthy food choices. For example, she provides healthy meals and snacks and children engage in discussions about the benefits of healthy eating.
- Partnerships with parents are strong. The childminder exchanges frequent information with parents about children's progress. Parents comment on how well their children have settled with the childminder and recognise the progress they have made in her care. However, the childminder does not consistently consider ways to involve parents in extending their children's learning at home.
- Children develop a good understanding of diversity beyond their immediate family. For example, the childminder provides positive cultural images, books and resources for the children to explore.
- The childminder is reflective and regularly reviews her practice. She has a good understanding of her own strengths and areas that she plans to enhance even further. Additional funding is used well to help enhance children's learning and development. For example, children have benefited from developments to the outdoor area. This means they can access outdoor play and explore in all weathers. The childminder is dedicated and passionate about the service she provides.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that her safeguarding knowledge is up to date. She attends training to develop her knowledge further. The childminder considers risks to children in her home and manages these effectively to keep children safe. She can confidently identify the signs and symptoms that may indicate that a child is at risk of harm. The childminder keeps well informed about her local safeguarding procedures and knows who to contact if she has any concerns. She ensures children are continuously supervised while 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:

- ensure children have enough time to think and respond to the questions they are asked, to help improve their learning
- consider ways to further provide parents with ideas and guidance about how they can continue to support their children's learning at home.

Setting details

Unique reference number	2599569
Local authority	Kent
Inspection number	10262891
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 5
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder lives in Maidstone, Kent. She works Monday to Friday, 7am to 7pm, all year round. The Childminder holds a childminding qualification.

Information about this inspection

Inspector

Kimberley Luckham

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 childminder and has taken that into account in her evaluation of the setting.
- The childminder and inspector carried out a learning walk to discuss the childminder's curriculum.
- The inspector observed the quality of teaching during activities and assessed with the childminder the impact that this has on children's learning and personal development.
- The inspector sampled a range of documentation, including the paediatric first-aid certificate and public liability insurance.
- The views of parents were gathered through written feedback.

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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