

Childminder report

Inspection date: 12 December 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 happy and confident. They form strong bonds with the childminder in this safe and welcoming environment. They are keen learners and happily engage in a range of activities on offer. The childminder is supportive, kind and calm with the children. As a result, the children feel safe and comfortable in her care. There is a strong focus on emotional well-being and nurturing. For example, children learn the importance of caring for pets and enjoy spending time with the childminder's gentle and friendly dog.

Children behave well and use good manners. The childminder has high expectations for children's behaviour and communicates this effectively to them. Children respond positively to the continual praise and encouragement from the childminder, which helps to raise their confidence and self-esteem.

Children enjoy trips out to socialise with a larger group of children, and they develop their social skills well. They benefit from an array of exciting learning experiences to develop their knowledge and understanding of the world. For instance, children visit the beach, wildlife parks and nature parks. They participate in growing and nurturing their own vegetables, such as potatoes, in the childminder's garden.

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

- The childminder knows the children in her care extremely well. She uses her precise understanding of children's progress to provide a curriculum that builds sequentially on what children already know and can do. The childminder plans a range of activities for children to participate in. For example, children are encouraged to focus during a game where they have to match the number of spots on the dice to the correct number. They enjoy singing along to their favourite songs and eagerly participate in craft activities.
- Children have good opportunities to develop their independence. For example, they learn to do things for themselves, such as setting the lunch table and putting things away when they have finished. Children acquire a good range of key skills in preparation for the next stage in their development and the move on to school.
- The childminder supports children's early communication skills well. She clearly emphasises key words, introduces new vocabulary and models the correct pronunciation of words. The childminder provides children with a narrative during their play and exploration. This helps to support children's understanding and speaking. However, on occasions, the childminder asks the children several questions without giving them sufficient time to think and respond.
- The childminder provides children with lots of opportunities to develop their

early mathematical skills. She teaches children how to count effectively during activities, and they learn about concepts such as size and number.

- Children develop a good understanding of diversity beyond their immediate family. For example, the childminder ensures that the environment has positive cultural images, books and role-play resources for the children to explore.
- Children have plenty of opportunities for fresh air and exercise. For instance, they enjoy spending time in the childminder's garden and going on walks to local parks and the woods. This supports children's good health and physical development.
- Children develop a keen interest in books and thoroughly enjoy exploring them. They snuggle up close to the childminder as she reads to them. Children listen attentively to new stories and enjoy turning the pages as the story goes on. Children develop good literacy skills.
- Partnerships with parents are strong. The childminder exchanges frequent information with them about children's progress. Parents comment on their children's growth in social skills and appreciate the childminder's time and care for the children. The childminder proactively works with other professionals, including other settings the children attend. This helps to maintain continuity in the children's learning.
- The childminder evaluates her practice well and keeps all statutory training up to date. However, she has not focused her professional development on extending the quality of education to a higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge updated regularly through attending training courses. She can confidently identify the signs and symptoms that may indicate 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 that children are continuously supervised while in her care. The childminder assesses the safety of the learning environments to identify and eliminate any potential risks.

What does the setting need to do to improve?

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

- ensure that children have enough time to think and respond to the questions they are asked, to help improve their learning
- focus professional development opportunities on extending the quality of education to a higher level.

Setting details

Unique reference number	126922
Local authority	Kent
Inspection number	10263106
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 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	20 April 2017

Information about this early years setting

The childminder has been operating since 1984 and lives in Deal, Kent. She works on Monday and Thursday all year round. The childminder offers funded early education for three- and four-year-old children.

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 their evaluation of the setting.
- The inspector had a tour of the premises with the childminder and discussed how the early years provision is organised.
- The inspector observed the quality of teaching during activities. She assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder about children's achievements and looked at relevant documents, including evidence of the suitability of persons living in the household.
- The inspector took account of the views of parents from their written statements provided for 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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