

# Childminder report

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Inspection date: 4 January 2023

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are settled and feel safe and secure in the childminder's home. They have warm and loving relationships with the childminder and seek reassurance from her when needed.

Children listen respectfully to the childminder and behave well. They learn good manners and develop a sense of responsibility. They help tidy away after activities, take their coats off themselves and put their things carefully on the pegs provided.

Children gain a love for stories and nursery rhymes. They enjoy sharing books with the childminder. They recall their favourite stories and songs throughout the day, and listen intently as the childminder reads to them. She reads in a way that excites and engages them. Children show delight when she reads their favourite stories, and they can anticipate what comes next. Children benefit from plenty of opportunities to successfully develop their communication and language skills. The childminder introduces new vocabulary, such as 'antenna' and 'medium', during the construction of a caterpillar puzzle. The childminder interacts at the children's level, speaks clearly and uses correct pronunciation.

Children enjoy a variety of outings to the local parks, as well as attending weekly gym groups. This helps them to build their small and large muscles, provides plenty of physical exercise and promotes well-being.

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

- The experienced childminder has a good understanding of how children develop. She monitors children's progress and quickly identifies any gaps in learning, while putting plans in place to address these effectively. The childminder effectively maintains an environment that provides the children with a wide range of toys and resources to self select and explore, according to their own interests.
- The childminder provides children with opportunities to be creative and develop their mark-making skills. Children focus and concentrate intently as they paint. They carefully hold their brushes and persevere to complete their artwork. Children feel valued and respond to the childminder's positive praise, as they complete their work and talk confidently about what they have created.
- The childminder supports children's mathematical development well. She encourages children to count and recognise shapes and numbers during their play. Children learn about concepts such as size and positional language; for example, they carefully consider how different size pieces of the puzzle fit together, rotating pieces until they fit.
- The childminder has good relationships with parents. She keeps them well

informed. They discuss children's achievements and interests, and they work together to help close any gaps in their learning. However, the childminder has not developed links with providers of other settings children attend, to inform future planning and to provide a consistent approach for children.

- Parents are happy with the quality of care and education their children receive. They comment that the activities their children engage in help them to 'thrive' and 'become independent'. Parents appreciate the support and guidance the childminder provides to help them overcome challenges. They describe the childminder as 'passionate' and 'caring' and would highly recommend her services.
- The childminder gathers detailed information about children and their families from the start. She finds out about children's routines and development at home, before parents leave children in her care. She uses this to support children as they settle in and plan for the next steps in their development. Children make good progress from their starting points.
- The childminder is passionate about caring for children. She understands the importance of developing her practice and actively seeks ways to improve, to help enhance the children's learning and development. For example, she has developed her outdoor area to effectively support children to practise their coordination and balance, as well as explore and learn more about nature.
- The childminder is proactive about the ways children develop a healthy lifestyle. She ensures that children have plenty of time outdoors in order to benefit from fresh air and physical exercise. She provides healthy snacks and promotes good hygiene routines.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder knows her role and responsibility in keeping children safe from harm. She has good knowledge of all safeguarding aspects. The childminder knows what to do and who to contact if she has a concern about a child or an adult, including allegations against herself. She understands the importance of keeping her knowledge up to date and completes regular training. The childminder has comprehensive policies and procedures to support her practice. She has a valid paediatric first-aid certificate. The childminder's home is clean and well maintained. She risk assesses her home inside and outdoors to minimise any hazards.

## What does the setting need to do to improve?

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

- develop the sharing of information about children's care and learning with other settings that children attend, to strengthen the consistency in the support children receive.

## Setting details

<b>Unique reference number</b>	EY483701
<b>Local authority</b>	Kent
<b>Inspection number</b>	10264705
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	22 June 2017

## Information about this early years setting

The childminder registered in 2015 and lives in Deal, Kent. The childminder offers care from Monday to Friday, from 7.30am to 5.30pm, for most of the year. She holds a relevant early years qualification at level 3.

## 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 provider and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector around her home to understand how the early years provision and the curriculum are organised.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- A sample of documents was reviewed by the inspector, including the safeguarding policy and complaints policy.
- Parents' views were taken account of by the inspector.

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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