

Childminder report

Inspection date: 18 January 2023

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	Met
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What is it like to attend this early years setting?

The provision is good

Children demonstrate that they feel safe and secure in this home-from-home provision. They show strong attachments to the childminder and regularly seek her out for reassurance. They smile with delight at her when she speaks to them. They enjoy receiving lots of cuddles and praise throughout the day. The childminder ensures the children have their comforters from home to aid settling, and she follows home routines, such as sleep time. This supports children to feel happy, settled and relaxed in her care.

The childminder has a good knowledge of the early years curriculum. She uses this to provide activities that challenge children and expand their knowledge. For example, they enjoy exploring water play and jigsaws to begin early number recognition. The childminder knows the children well and uses their current interests to inform planning. Children enjoy large-scale creative activities. For example, they created a dinosaur display in the playroom. Children focus and babble with excitement as they play, demonstrating that they are interested and engaged in their activities.

The childminder supports the children well to become confident and independent from an early age. Young children wash their hands, put their shoes on and help with tidying up. Children are exposed to a good range of learning and experiences, providing them with the necessary skills to move on to the next step of their learning journey.

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

- The childminder carefully considers the curriculum that she provides. It is well planned to build on children's prior knowledge and further extend their skills. For example, she provides numbers to look at in a water tray. The children scrunch their faces up with joy as they splash and repeat the number names. Children show they have learned the new concept by repeating 'one' and 'two' later when counting balls.
- The childminder is good at modelling language for children and introducing new vocabulary. She repeats new words frequently, such as the names of animals and the words 'splash' and 'cold' when playing in water. Children try to copy these words, increasing their communication and language skills.
- The childminder asks relevant questions during children's play to enhance their thinking and speaking skills. They explore what noises animals make and which numbers are matching. However, at times, the childminder does not give children enough time to think and respond with their own ideas and thoughts.
- Children develop a love of reading. The childminder engages the children with stories each day, and they will often choose to sit with a book. The childminder

encourages parents to share stories at home with their children, for example through sharing story sacks. This supports children well to build their imaginations and improve their communication and language skills.

- Children learn how to behave through the childminder's consistent and fair expectations of them. She supports them to learn about sharing resources when they play. She teaches them good manners at the table when she sits with them to eat. Children treat each other with kindness and are developing a good understanding of right and wrong.
- The childminder uses outings, such as to toddler groups and meeting up with friends, to increase the children's confidence in different situations. Children enjoy using the local community for walks to the woods and the beach. The childminder uses these opportunities to teach children about taking risks safely. This supports children to develop their physical skills and emotional well-being.
- Children show that they are very independent. The childminder encourages them to try new self-care skills themselves. When she offers them help, they will say 'no' initially as they want to do things for themselves before asking for help. This builds a very good sense of independence, resilience and a 'can-do' attitude to their learning.
- The childminder ensures she keeps her knowledge and training up to date. She regularly thinks of ways she could improve the learning environment. She also considers the different ways she could use the local area and amenities to further the children's learning.
- Parents are overwhelmingly positive about the childminder and the care their children receive. They say they are well informed of their children's progress and that communication is excellent. One parent says that the childminder 'has created a setting that feels like a home from home and has far exceeded any hopes and expectations we had'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role with regards to safeguarding. She is clear on the signs and symptoms of abuse to look out for, how to record safeguarding incidents and where to refer child protection concerns to. The childminder completes regular training to update and expand her knowledge. She undertakes daily effective risk assessments of the setting to help reduce and minimise any potential hazards.

What does the setting need to do to improve?

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

- allow children more time to respond when developing their speaking and thinking skills.

Setting details

Unique reference number	125616
Local authority	Kent
Inspection number	10263053
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 2
Total number of places	3
Number of children on roll	3
Date of previous inspection	19 April 2017

Information about this early years setting

The childminder registered in 1999. She lives in Whitstable, Kent. She provides care from Monday to Thursday, between 8am and 5.30pm, throughout most of the year. She holds a level 3 early years qualification.

Information about this inspection

Inspector

Nina Harvey

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 childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector carried out a joint observation of an activity with the childminder.
- Parents shared their views with the inspector through written references.
- The inspector observed the interactions between the childminder and children and considered the impact on learning.

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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