

Childminder report

Inspection date:

26 January 2023

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children are extremely happy and excited to arrive at the childminder's. They know the routine well and independently take off their shoes as they arrive and place them in a box. They enthusiastically join in activities the childminder has prepared for them. For example, when they arrive, they immediately start to play with small bricks and dinosaur figures. This supports children's well-being.

Children have formed very good relationships with each other and the attentive childminder. They freely choose from a range of resources. Children choose a game and invite the childminder to join in. They laugh and have fun together, taking it in turns to pick up 'doughnuts' while wearing an elephant mask. When they have finished playing, they help to put the game away. This supports children to build their independence and social skills.

Children are polite and kind to each other. The childminder has high expectations for children's behaviour. She is a good role model. The childminder demonstrates and reinforces expectations, such as tidying up toys when children have finished and good table manners. Children confidently talk about how they are meant to act, such as 'kind hands and kind feet' and using 'kind words'. Children behave exceptionally well.

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

- The childminder works hard to provide a warm, welcoming environment. She knows all the children in her care well and what interests them. The childminder uses her knowledge to provide appropriate and fun activities that will engage children. This has a positive impact on children's well-being. Children freely share their views about how they feel about their time with the childminder 'I have fun and like the food'. This shows they are confident and have high self-esteem.
- The childminder understands the children's need to be active as well as time to rest after a school day. She offers a comfortable place for children to sit and relax if they need to. For example, when children have finished their tea and explain they are tired, they can sit and rest and watch a film.
- The childminder promotes and supports children to learn about healthy life styles and good hygiene practices. For example, she offers them food such as fruit for snack and after meals. They regularly play outside in the fresh air. Children know to wash their hands before meals and after using the toilet.
- The childminder has developed strong partnerships with parents. They comment how happy they are with the service the childminder offers. They share how she supports their children to settle when they start. They use words such as

'friendly, welcoming, kind and caring' and express gratitude for how well they are supported.

- All children, including children with special educational needs and/or disabilities (SEND), are well supported by the childminder. She works closely with parents and the schools she picks children up from. For example, there is a two-way sharing of information with the school about the children's day. The childminder, in turn, shares information with parents. This supports children with their continuity of care.
- The childminder regularly reflects on her provision. She reviews how children play and what interests them. She uses this knowledge to enhance her provision. For example, she increased resources available for children to use while playing with small bricks. This helps children to engage in their play. The dedicated childminder makes use of her professional development. She has attended a number of different training courses that help to support children's welfare. The childminder has plans for future learning to help her expand her knowledge to further support children with SEND.
- Children play in a safe, secure environment. The childminder carries out robust risk assessments of her home and puts effective measures in place. For example, she uses stair gates to prevent children accessing certain areas, such as the stairs. She also considers children's wider safety. For example, she has a password system in place to ensure children are only picked up by suitable people.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children in her care safe from harm. She can clearly identify signs and symptoms that may show a child may be at risk of harm. The childminder understands the procedures to follow and who she would need to contact if she has concerns for a child's welfare. She has good knowledge of how to identify and report any concerns of other safeguarding issues, such as radicalisation and female genital mutilation. She has a clear policy and procedure in place if an allegation was made about her or a member of her family.

Setting details

Unique reference number	156032
Local authority	Medway
Inspection number	10234269
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	4 to 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	2 March 2017

Information about this early years setting

The childminder registered in 2001 and lives in Frindsbury, near Rochester, Kent. She offers care on weekdays from 7am to 7pm, all year round, except for family holidays.

Information about this inspection

Inspector

Janine Scott

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.
- The childminder showed the inspector around the areas of her home used for childminding, and discussed the risk assessments in place to minimise hazards.
- The inspector held discussions with the childminder about how she meets the needs of the children in her care.
- The inspector spoke to children at about what they liked to do at the childminder's.
- The inspector spoke to parents and took account of their views.

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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