

Childminder report

Inspection date: 27 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder provides a warm and welcoming environment. Children settle with ease and are excited to engage with well-thought-out activities. They have a strong, positive bond with the childminder, and they are eager to share stories from home, such as their recent birthday and the new toys they got.

Children are independent in their play and make their own choices. This is well supported by the childminder who uses children's current interests, such as animals, to extend their learning. For example, children choose the animal puzzle to match the body parts. The childminder encourages them to identify the letter sound the animal begins with and recalls a previous visit to the zoo.

The childminder introduces children to a wide range of experiences to enhance learning. For example, they regularly attend local parks, soft-play centres and local groups in the community. Children often talk with excitement of their time at these events and the activities they have done.

The childminder promotes children's communication and language well. Children talk with confidence and enjoy sharing stories and singing familiar songs and rhymes. Children demonstrate the new skills they have gained in identifying letters. For example, they know that 'Elma the Elephant' begins with 'e', as does 'egg'.

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

- The childminder makes good use of facilities in the local community to extend children's learning. For example, children benefit from visits to nature reserves and local parks. The childminder also runs craft sessions with other local childminders. This allows children to build on their social skills and confidence in the wider world. However, the childminder does not consider the opportunities that these experiences present to encourage children's physical development. Although children enjoy exploring nature, they do not engage in a great deal of active play.
- Children benefit from an inviting indoor learning environment. The childminder allows children to make independent choices in their play. For example, children choose the train track to work together and build using all the parts. This creates a learning opportunity to build on language and imaginative skills. The childminder promotes safe practices and the importance of a healthy lifestyle. Children independently wash their hands, wipe their noses and enjoy making healthy choices at snack times.
- Children have a strong relationship with the childminder. They are eager to attend and often seek them out for play, comfort or to share stories. Children respond well to the high expectations the childminder has of them. For example,

children are happy to tidy resources away, wash their hands and work together to achieve a set task. They receive regular praise from the childminder. This helps increase their understanding of expected behaviour and to be proud of their achievements. For example, children show their recent creations and work on letters, showing pride in their colouring skills.

- Parents highly recommend the care and education that the childminder offers. They receive regular updates of their child's development and what they are currently learning. They report that children make good progress and value the wide range of experiences the children have. They state that children are always eager to attend and engage in the activities provided. Parents feel that the childminder prepares their children well for the next stage in their learning, such as school.
- The childminder provides a warm and welcoming environment. She is a good role model to children. For example, she discusses problems together with children, allowing them to improve their resilience. Children excitedly share stories and talk with confidence as they engage in play and learning together. The childminder provides children with support where needed. They provide regular opportunities for children to have a go and revisit recent learning. Although children benefit from a broad range of experiences that cover all areas of learning, the opportunities for them to explore technology and understand how things work are limited.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates strong knowledge of safeguarding awareness. They understand the correct procedures to follow should they have a concern about a child or parent to ensure all children are safe. The childminder keeps up to date with relevant information and training to extend their current knowledge. They carry out appropriate risk assessments, when required, and provide a safe and secure environment for children. The childminder is fully first-aid trained, helping to ensure that children are safe when attending the setting.

What does the setting need to do to improve?

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

- provide more encouragement and opportunities for children to enjoy active play to enhance their physical skills
- strengthen the opportunities for children to gain a greater understanding of technology.

Setting details

Unique reference number	126114
Local authority	Kent
Inspection number	10265174
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 3
Total number of places	3
Number of children on roll	3
Date of previous inspection	26 May 2017

Information about this early years setting

The childminder registered in 1995 and lives in Ashford, Kent. She offers care from 8am to 4.30pm, Monday to Thursday, all year round, except family holidays and bank holidays. The childminder receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

James Sutton

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 the premises and discussed how she ensures they are safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector read several parent statements during the inspection 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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