

Childminder report

Inspection date: 7 March 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

Children are very happy and settled. They are growing in confidence as they complete tasks for themselves. Children are developing a sense of responsibility. For example, they enjoy taking part in tidy-up time as they have fun dancing and singing along to the 'tidy-up song'. The childminder places a strong emphasis on supporting children's emotional well-being. She spends time speaking to children about how they are feeling and provides comfort and cuddles when they become upset. As a result, children feel secure and have strong attachments with the childminder.

Children are learning how to take turns and share. The childminder has high expectations for all children, and she is supporting them with regulating their emotions. Children display a good understanding of the routine. They listen intently to the childminder when she explains what is happening next. As a result, children are well prepared for the next part of their day.

Children are developing good communication skills. They are regularly encouraged to share their ideas and talk through what they are doing. For example, while playing with play dough, children engage in a conversation about birthday cakes and pretend to blow out candles. They talk about the different sizes of their cakes and work out the number of candles they can fit on the top.

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

- The childminder knows the children very well. She uses children's interests to engage them in different learning opportunities. She is supporting pre-school children to recognise the letters in their name. However, at times, particularly during planned group activities, the childminder places more focus on supporting the older children's learning. This results in the youngest children losing focus, meaning they are not consistently engaging in purposeful learning.
- The childminder focuses on providing opportunities for children to enhance their fine motor skills. Children have access to a variety of resources, allowing them to practise and develop their small muscles. For example, they use tweezers and scissors during their play. This prepares children well, supporting their early writing skills.
- The childminder recognises the importance of supporting children to develop their independence. For example, during snack time, children have opportunities to pour their own drinks. The childminder has recently made changes to the environment to make resources more easily accessible for children. However, at times during the inspection, children struggled to manoeuvre freely around the space they had available.
- The childminder takes children on regular outings to further enhance their

learning experiences. For example, they go for walks to the local park, have trips on buses and attend weekly playgroup sessions. These opportunities allow children to develop their awareness of the world around them and build on their social interactions.

- The childminder actively provides singing opportunities for children. Children join in excitedly, singing along to the words and joining in with the actions. The childminder uses technology appropriately to extend children's interest in songs even further. For example, they enjoy dancing as they play music and listening to a variety of songs. This opportunity encourages children to move their bodies and express themselves in different ways.
- The childminder has recently enhanced her designated reading area to provide a quiet, cosy place for children to access and look at books. She has a variety of books available that reflect the diversity of modern Britain. This supports children to understand similarities and differences as they are exposed to diversity and learn new language and vocabulary.
- Parents are very happy with the care the childminder provides. They comment on the 'significant progress' that their children have made since starting, especially with their confidence and communication. Parents feel well informed about their children's learning, and they enjoy the weekly updates they receive. Overall, the childminder has good relationships with parents.
- The childminder is reflective of the service she provides, identifying areas she wants to improve on, for example enhancing her use of effective questioning techniques. She also completes online training to keep her knowledge of early years practice current and up to date. This helps her to maintain and extend her good practice even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder displays very good safeguarding knowledge. She is aware of the potential signs and symptoms of abuse, including physical and emotional abuse and neglect. She also has knowledge of extremist safeguarding concerns, such as the 'Prevent' duty and female genital mutilation. The childminder understands her duty to protect children from harm and knows what to do if she has concerns for a child's safety. The childminder knows who to contact if an allegation is made about herself. Children are taught how to keep themselves safe. For example, when on outings, the childminder teaches children about the importance of road safety.

What does the setting need to do to improve?

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

- enhance further the learning for the youngest children by exploring ways to better engage them in planned group activities

- review the organisation of the environment to help children explore more easily.

Setting details

Unique reference number	EY321425
Local authority	Kent
Inspection number	10280118
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	3
Number of children on roll	5
Date of previous inspection	10 August 2017

Information about this early years setting

The childminder registered in 2006 and is located in Whistable, Kent. She provides care from 7.30am to 5.30pm, Monday to Friday, all year round. The childminder has a relevant level 3 qualification. She is in receipt of funding for free early education for children aged three and four years.

Information about this inspection

Inspector

Jasmine Nelson

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 observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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