

Childminder report

Inspection date: 15 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 happy and content with the experienced childminder. They have built close, warm relationships with her. They invite her to play and learn with them. For example, they place a group of toys together and ask her to count how many they have. This helps them reinforce their own knowledge. Children show a keen interest in books and listen intently when the childminder reads to them. They repeat reappearing phrases and predict what comes next. This helps them to develop their early literacy skills.

Children behave very well and have a positive attitude to learning. They interact and support each other during activities. For example, when acting out a bear hunt, they remind each other of what they are meant to do. This shows that children understand what is expected of them.

Children have opportunities to develop and learn new skills that will help them in their next stage of learning. For example, they skilfully use scissors to cut along lines and round pictures. Children are making good progress in their learning. The childminder has high expectations for each child. She uses their interests and next steps in learning to build an ambitious curriculum. This helps children achieve to their highest potential.

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

- The childminder knows her children well. She gathers information from parents when they start, and assesses their progress regularly. This gives her an understanding of what children need to learn next. She uses this information and her knowledge of what children are interested in to plan her play environment. Children, including children with special educational needs an/or disabilities are making good progress from their starting points.
- The childminder places a high priority on supporting speech, communication and language development. She uses every opportunity to have discussions and share books. For example, she takes time to have a small circle time daily, where all children can talk and share their ideas. This has a positive impact on children and they become more confident communicators. Children learn the sounds letters make. For example, the childminder sounds out letters as children attempt to write them. This also helps build on children's early skills and knowledge.
- The childminder values her own professional development. For example, she regularly attends training and uses this to enhance her practice. As a result of a course on children's well-being, she made changes to how she supports children to learn about their own emotions. For instance, she introduced emotion puzzles to help them discuss their feelings. She also works closely with other nurseries.

This helps her to gain new knowledge and share ideas.

- Children learn about healthy lifestyles. For example, children have access to fresh drinking water and eat healthy food. They understand good hygiene and talk about washing their hands when they arrive and before lunch. They excitedly talk about which coloured hand towel is theirs. Children enjoy playing in the park or the garden, which supports their good health. However, the childminder does not consistently plan exciting outdoor experiences for children to further extend their good physical skills.
- Mathematical concepts are woven through the childminder's practice. She counts and uses mathematical words throughout the day. For example, she counts with children while they draw and colour and uses 'over' and 'under' while playing. These experiences give children a secure base knowledge of mathematics.
- Children have opportunities to learn about diversity and different cultures. For example, children learn about festivals such as Diwali where they read stories and try different food. This helps them to deepen their knowledge and understanding of the world around them.
- The childminder is a good role model for children and demonstrates the behaviour she would like to see. For example, she models good manners and speaks to children with respect. This helps children to understand what is expected of them.
- The childminder has built good relationships with parents. She seeks regular feedback and uses this to improve her practice. For example, she sends out questionnaires to gain parents' views. They report they are happy with the service she offers. She shares information with them about what children are learning. However, she is not consistent with sharing ideas about how parents can continue their learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder conducts risk assessments of her home and reduces any hazards she identifies. This means children play in a safe and secure environment. The childminder understands her responsibility to keep children safe from harm. She is alert to any signs and symptoms that may indicate a child is at risk of harm. The childminder knows the procedure to follow if she has any concerns about a child's safety. The childminder can discuss what procedure she would follow if an allegation was made about her or a member of her household. She has a sound knowledge of wider safeguarding concerns.

What does the setting need to do to improve?

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

- strengthen opportunities for children to experience challenging outdoor activities

to help them build even further on their physical skills

- provide parents with more ideas to continue children's learning at home.

Setting details

Unique reference number	EY310904
Local authority	Kent
Inspection number	10265039
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	2 to 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	23 May 2017

Information about this early years setting

The childminder registered in 2005. She lives in Snodland, Kent. The childminder cares for children, on Monday to Friday, from 7.30am to 5pm, all year round. She receives funding to provide free early education for children aged two, three and four years. The childminder holds a relevant early years qualification at level 3.

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 in her evaluation of the setting.
- 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 inspection looked at relevant documentation, including paediatric first aid and suitability checks.
- The inspector held discussions with the childminder about how she supports the individual learning needs of the children.
- The inspector observed the interactions between the childminder and the children.
- The inspector and childminder carried out a joint observation.
- The inspector took account of the views of parents through written questionnaires.

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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