

Childminder report

Inspection date: 19 April 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 is caring and nurturing. She responds positively to children's emotional needs, providing reassurance when they seek comfort. For example, young children readily hold out their arms and she wraps them in a cuddle. The childminder is patient as she waits until children are ready to involve themselves in play. This supports their emotional well-being.

Children have valuable one-to-one support from the childminder. They benefit from having her full attention, displaying good social skills as they engage in back and forth interactions. For example, they take turns to place blocks on top of one another as they build a tower together. Children have access to a variety of books. They show an interest in exploring books independently, and enjoy listening to the childminder as she reads. This supports children to develop a love for reading.

The childminder has high expectations for children which is shown through children's high levels of determination and perseverance at a young age. For example, they keep trying even when they struggle to separate building blocks. The childminder recognises when children require some support, and responds appropriately. This allows children to remain focused in their learning, supporting them to make good progress in their development.

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

- The childminder has a good understanding of how children learn and develop. She provides a variety of activities to support their development across the seven areas of learning. For example, children show a particular interest in exploring glue, using the glue spreader confidently as they make their own pictures. The childminder knows who to contact if she feels children are not making good progress. This ensures that children receive the additional support they may need.
- The childminder places strong emphasis on supporting children's communication and language. She regularly repeats words and phrases back to children, introducing new language to them. For example, during a creative activity she introduced words such as 'soft' and 'crunchy' to describe the different textures. This exposes children to a broad range of words which will help to develop their vocabulary.
- The childminder understands the importance of developing children's physical skills. They frequently go for walks to the local park. This helps children to build their core strength. Children enjoy playing catch with a balloon. The childminder encourages children to throw it back and forth, developing their gross motor skills and hand-eye coordination. However, opportunities for children to independently engage in mark making are not readily available. As a result,

children have less opportunities to practise their early writing skills.

- The childminder provides opportunities for children to develop their social skills. For example, she takes them to local parks and attends weekly groups. This encourages children to mix with a variety of other people and helps them to develop their confidence and self-esteem in different social situations.
- The childminder regularly encourages children to have a go. When children find a task challenging, she uses her skilled teaching and calmly models how to manoeuvre a puzzle piece to fit. She asks good questions to encourage children's critical thinking. As a result, children take time to think before confidently trying again. This provides opportunities for children to develop their independence and gives them a sense of achievement.
- The childminder implements good hygiene routines with children. For example, they wash their hands before and after meal times. The childminder works closely with parents to ensure that children are provided with healthy packed lunches. This helps children to learn about healthy lifestyles and how to look after their bodies.
- Partnership with parents is good. Parents are happy with the quality of care their children receive. They comment on the level of support they receive from the childminder and her willingness to liaise with external professionals, such as speech and language therapists. This helps parents to further support their children's learning at home.
- The childminder is committed to her role, reflecting regularly on her practice. She talks confidently about her strengths and her continuity of care. She has also identified potential areas to improve on. For example, she is working on enhancing her garden space and wants to access more online training.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good safeguarding knowledge. She is confident in recognising the potential signs and symptoms of abuse, including neglect, emotional, physical and sexual abuse. The childminder understands her responsibility to protect children from harm and knows what to do if she had concerns about a child's safety and welfare. She knows who to contact if an allegation was made against herself or an adult living in her home. Children are well supervised throughout their time with the childminder. For example, she watches them closely and teaches them about safety when on outings away from home.

What does the setting need to do to improve?

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

- increase opportunities for children to independently practise their early writing skills.

Setting details

Unique reference number	EY321145
Local authority	Kent
Inspection number	10286075
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 1
Total number of places	6
Number of children on roll	2
Date of previous inspection	31 October 2017

Information about this early years setting

The childminder registered in 2006 and is located in Deal, Kent. She operates on Monday from 3pm to 6pm, and on Wednesday and Thursday from 9am to 1pm and 3pm to 6pm. She has a level 3 qualification.

Information about this inspection

Inspector

Jasmine Nelson

Inspection activities

- This was the first routine inspection the provider childminder 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 spoke to the inspector about their 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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