

Childminder report

Inspection date: 3 May 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

All children are very happy and confident. The childminder has a good understanding of how she implements her curriculum effectively to interest and motivate children. As a result, children are eager to engage in the interesting play opportunities the childminder carefully plans. For example, children learn about what happens when they use water on different materials, such as foam. They are excited to learn that once the foam washes away there are hidden animals underneath for them to explore. Children learn about the natural world. They are keen to learn about different insects, such as bees and ladybirds. Children are excited to plant seeds and talk about how they will help them grow.

The childminder is a positive role model. Children are polite and behave well. They are kind to each other. For example, when children become momentarily upset, they are comforted by children getting them their favourite cuddly toy. Children learn about the benefits of healthy lifestyles. For instance, they talk about the importance of handwashing and sing songs about washing away the germs. All children have good opportunities to develop their physical skills and explore different ways to move their bodies. For example, children safely climb and balance on age-appropriate equipment.

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

- The childminder establishes very positive relationships with children. She knows them well, including their likes, dislikes and what makes them unique. The childminder has a high expectation of children and what they can achieve. She plans activities that she knows will motivate children to learn. Children of all ages make good progress and have a positive attitude towards their learning.
- The childminder supports children to settle quickly and happily into their day. Children have a good sense of belonging and positive well-being. They enjoy the company of the childminder and feel safe and secure. For example, they seek her out for cuddles and are instantly comforted by her.
- Overall, the childminder uses some effective ways of supporting children to develop their communication and language skills. For example, she engages them in purposeful conversations and widens their vocabulary. For example, children hear new words as they play, such as 'dissolving' when talking about bubbles. However, she does not consistently provide children with enough time to think and then answer the thought-provoking questions she asks them. Therefore, children do not consistently have opportunities to build on their developing speaking and listening skills even further.
- The childminder supports children to have a good understanding of other peoples' similarities and differences. This includes other festivals and religious beliefs. For instance, children visit the Gurdwara temple to learn about the

traditions of Sikhism.

- Overall, the childminder has a good understanding of all areas of learning. Children develop good skills to support their future learning. For example, children are encouraged to be independent; they help make their own sandwiches at lunchtime. However, the childminder does not consistently extend children's interest in mathematics. For instance, children are keen to talk about numbers, and they count as they play, but she does not swiftly identify and extend this to build on their mathematical skills even further.
- The childminder establishes secure and trusting relationships with parents. She keeps them fully informed and involved in their children's learning. The childminder encourages parents to add to their children's learning records from home. She uses this information to support her activity plans. The childminder shares useful resources and activity ideas to help parents encourage their children to learn at home. This includes books, as well as scissor and cutting activity ideas.
- The childminder evaluates her practice effectively. She reflects daily on how well she engages children in their learning opportunities. She uses her findings to support her future performance. The childminder is keen to continue to build on her good knowledge and skills. She has recently attended training to develop her knowledge of how to support children who speak English as an additional language to settle and make good progress. As a result, she uses keywords in Polish and visual prompts when they are beneficial to further support children who speak English as an additional language effectively.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a secure and confident knowledge and understanding of safeguarding and child protection policies and procedures. She knows the signs and symptoms of abuse to be aware of that may highlight an issue. The childminder knows who to contact to seek advice and how to raise and follow up any potential concerns. The childminder completes thorough risk assessments to help keep her premise safe, including the indoor and outdoor learning environments. The childminder keeps up to date with safeguarding updates and completes regular training. She teaches children how to stay safe. For example, when they are out in the community, they talk about how to cross the road safely.

What does the setting need to do to improve?

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

- provide children with enough time to think and then respond to questions to build on their developing communication skills

- improve teaching further to utilise all opportunities to extend children's mathematical skills.

Setting details

Unique reference number	EY487546
Local authority	Kent
Inspection number	10279911
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	0 to 7
Total number of places	6
Number of children on roll	4
Date of previous inspection	3 August 2017

Information about this early years setting

The childminder registered in 2015. She lives in Greenhithe, Kent. She cares for children from Monday to Friday, from 7.30am to 5pm, all year around. The childminder receives funding to provide free early education for children aged two and three years. She holds qualified teachers status.

Information about this inspection

Inspector

Kelly Hawkins

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 their evaluation of her practice.
- The inspector carried out a learning walk with the childminder. The inspector assessed the impact of the quality of interactions and the learning opportunities she provides children.
- The inspector viewed the indoor and outdoor learning environments.
- The inspector reviewed written documentation. This included safeguarding and child protection policies and procedures.
- During the inspection, the inspector spoke to the childminder and children at convenient times and considered 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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