

Childminder report

Inspection date: 2 February 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 inviting environment for children to explore and learn. The childminder provides stimulating activities, creating high levels of engagement from children. The childminder has a clear intent for what she wants children to learn and caters well to their individual interests. For example, children are currently exploring the emergency services, which they have become interested in. The childminder has extended this learning by taking children to explore a real fire engine.

The childminder promotes communication and language well. Children are confident talkers and enjoy sharing familiar stories and songs. They often link their own experiences to the activities provided. For example, children confidently describe what they are creating with the play dough, such as an ice cream. They then link this by stating how they enjoy having these at the beach with family.

Children are independent in their play and make their own choices with confidence. They follow the routine well and have formed strong, positive relationships with their friends and the childminder. They enjoy playing together and share common interests, such as super heroes and 'people that help us'. Children often seek comfort from the childminder, who demonstrates a bubbly and nurturing persona. For example, when a child becomes upset or tired, they instantly seek her out for comfort and reassurance. On occasion, the childminder can give unclear instructions. This causes children to have less understanding of expected behaviour.

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

- Children are confident talkers. They are eager to share stories from home with the childminder and recall past events. For example, children enjoy reading familiar stories with family about saving people. They then identify with the story, stating that they like helping people too. Children respond to questions well, thinking about their answer before responding. The childminder allows children time to respond before continuing the conversation. Young children begin to demonstrate recently learned skills as they point at words, saying the sounds for 'a' and 'o'.
- Parents provide positive feedback of their experience with the childminder. They state that they are happy with the care and education she provides. Parents are pleased with the strong communication they receive on a daily basis, either in person or in written form. They enjoy meeting with the childminder regularly to discuss their child's progress and recent achievements. They feel that she provides a warm and 'family feel' environment for all children, offering a wide range of experiences.

- The childminder has a good knowledge of children, catering to them individually. She understands where children may need more encouragement. For example, the childminder praises children who are limited in their food choices when they try new fruits at snack time. On occasion, the childminder does not recognise when some children require more support to be independent in their self-care routines, such as when waiting to wash their hands before snack time. This results in them becoming frustrated and impatient.
- Children demonstrate good attitudes and behaviours, and they show care and concern for others. The childminder supports children well to share and take turns. For example, when a child takes a toy from another child, she sensitively discusses why their friend is upset. They happily give the toy back when asked and looks for another to use instead. Children are happy to tidy up when asked and independently collect their shoes and coats when it is time to go outside. Sometimes, the childminder does not make it clear regarding the expected behaviour of children. Rules sometimes appear to be inconsistent. For example, the childminder encourages children not to talk while eating, but then she asks them a lot of questions.
- The childminder reflects well on current practice and how children engage with activities provided. For example, she has recently reduced the amount of resources set out in the garden, having identified that children were not focusing well on their play and learning. This has successfully enabled children to become more engaged and focused and allows them to explore resources with purpose.
- The childminder offers children a wide range of opportunities to play outdoors and to enjoy visits in the local community. For example, they access local parks, groups and forest school sessions. Children have access to a well-resourced outdoor area, which they can use in all weathers. They make good use of the space and resources to enhance their physical development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder shows a good knowledge of safeguarding. She has a sound understanding of the procedures to follow should she be concerned for a child's welfare. The childminder keeps herself updated through current training and attending regular meetings. She has a clear understanding of the correct steps to take should any concerns be reported. The childminder has a robust knowledge of the different elements surrounding safeguarding and how to keep children safe.

What does the setting need to do to improve?

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

- provide clear expectations to all children for them to have a consistent understanding of desired behaviour

- further extend opportunities for children to develop their independence, knowing that an adult is nearby for support if needed.

Setting details

Unique reference number	EY489751
Local authority	Kent
Inspection number	10264790
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 3
Total number of places	8
Number of children on roll	4
Date of previous inspection	26 June 2017

Information about this early years setting

The childminder registered in 2015 and lives in Tonbridge, Kent. She offers care 8am to 6pm, from Monday to Thursday, all year around, and 9am to 1pm on a Friday. The childminder has a level 6 in early years. 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 provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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