

Childminder report

Inspection date: 8 June 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 form close bonds with the childminder. They feel safe and secure in her care. On arrival, children have a period of playing outside on the various play equipment in the childminder's garden. This helps them settle quickly. The childminder knows what individual children like to play with. Children follow their interests and select toys and resources independently. Children learn about various insects through a range of planned activities, such as books, minibeast hunts, crafts and sensory trays. This helps deepen their understanding of the natural world. They listen to a new rhyming story about insects who go to a 'Minibeast bop'. Children carefully look at the pictures of the various insects including the snail, which is 'bug of the week'. Children hear new words, such as 'slither' and 'slime' to build on their growing vocabulary.

The childminder has high expectations for children's behaviour. She acts as a positive role model and helps children understand the social rules of being in a group. Children begin to respect the needs of others and share the resources, such as a toy dumper truck. They receive consistent praise from the childminder for positive behaviour. This supports children's emotional well-being and confidence.

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

- Parents speak highly of the childminder and are very happy with the service provided. They comment that they are kept well informed about their children's progress and regularly share information about their children's interests at home. For example, parents share a recording of numbers spoken in their child's home language. They contribute to initial assessments of children's starting points on entry. However, the childminder does not use this information to inform her curriculum and identify some next steps for their learning right from the start.
- The childminder plans seasonal topics, such as insects, as part of her curriculum to help children learn. She introduces children to range of insect names and descriptive words to expand on their vocabulary. However, the childminder introduces too many new words and concepts for the ages and abilities of children. This impacts on their ability to increase their vocabulary effectively.
- Children show a natural curiosity and interest to explore and investigate sensory trays. They develop their physical skills effectively. For instance, young children are thoroughly engrossed in exploring rice mixed in with the cold jelly, or 'snail trail,' using all their senses. They show high levels of concentration. Older children enjoy the challenge manipulating tweezers to pick out the numerous toy insects hidden in the oats. They show good perseverance.
- The childminder provides activities that help to develop children's mathematical skills. For example, older children count legs of ants when looking at a book.

They accurately sort and match the coloured toy insects into coloured pots. Children use some mathematical language. For instance, they say that the toy spider and bee are 'big'. Children build on their knowledge and skills ready for school.

- The childminder helps children to become independent and manage some tasks for themselves. For example, they practise putting their shoes on before going outside, and help prepare the snack. Older children know to wash their hands before meals and after using the toilet. Parents provide their children's meals. The childminder discusses with children which foods and drinks are good for them, to help them make healthy choices.
- The childminder understands the benefit of daily exercise to support children's well-being. Children play in the garden and visit the local parks. They develop their gross motor skills and core strength. For instance, children throw bean bags into a large bucket to develop their large arm muscles. Young children are proficient at climbing and coming down the slide. They confidently take risks and show a good awareness of safety issues.
- The childminder identifies training for her own professional development. She regularly meets up with other local childminders in the local community to share good practice. For example, they exchange ideas for insect crafts. Children socialise with others and develop a cultural awareness. The childminder exchanges information with other provision that children attend to provide continuity of care and learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good knowledge of the signs and symptoms that may indicate children are at risk of harm. She knows who to contact should she have any concerns about a child's welfare. The childminder has a good understanding of radicalisation and extremism and what behaviours to look for. She knows about cuckooing and who to alert. The childminder understands to listen to children's comments and report any incidents of abuse at the child's home. Risk assessment is effective. For example, the childminder has fenced off an area of her garden while the decking is being replaced, 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:

- use information provided by parents about their children's development to inform the curriculum right from the start
- support children's language more effectively by introducing a suitable range of new words and vocabulary into activities in line with children's abilities.

Setting details

Unique reference number	EY385074
Local authority	Kent
Inspection number	10285775
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	7
Date of previous inspection	18 October 2017

Information about this early years setting

The childminder registered in 2008 and lives in Kemsing, Kent. She offers care all year round, from 8am to 5.30pm, Monday to Thursday, and only before- and after-school care on a Friday, except during family holidays. The childminder holds a qualification in home-based childcare at level 3. She receives funding to provide free early education for children aged two-, three- and four-years.

Information about this inspection

Inspector

Jane Winnan

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 setting.
- The inspector carried out a learning walk with the childminder to understand how the early years provision and the curriculum are organised.
- The inspector carried out a joint observation with the childminder.
- The inspector held discussions with the childminder and interacted with children at appropriate times during the inspection.
- A sample of documents was reviewed by the inspector, including the safeguarding policy and complaints policy.
- The inspector spoke to parents and read their views about the service provided.

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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