

Childminder report

Inspection date: 20 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 confident with the childminder in this friendly and welcoming environment. They settle well and form strong attachments with the childminder. Children smile and laugh as they sing and show that they have remembered a large bank of songs. They are developing a range of vocabulary and show an interest in learning. This supports good foundations for their future learning. Children are proud of their achievements and applaud each other when they successfully sing a song all the way through. Children show high levels of confidence and well-being.

Children access a range of toys and resources. They enjoy activities such as sharing stories with the childminder and their friends. Children enjoy learning in their local environment. They look at photos of their past trips and visits and talk about the experiences and the children in the photos who are significant to them. Children make choices in their learning and play. For example, they choose toys during a role-play activity and choose books from a selection. This encourages children to be individuals and to suggest their own ideas. Children benefit from interactions with the childminder. She models how to use effective communication skills. However, at times, children can require support to cooperate when playing or to engage in conversations.

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

- The childminder has a good knowledge of the children in her care. She uses her ongoing observations to further understand the children's achievements, interests and development. For example, the childminder uses stories to discuss children's feelings towards their new siblings. Children listen well and talk confidently about their changing families. This supports their well-being and understanding of relationships.
- The childminder develops good relationships with parents. She regularly shares updates about children's learning and development with them, including information about any gaps in their learning or development. These are addressed by the childminder. Parents leave positive feedback and appreciate the care and support the childminder provides. They recognise that their children have grown in confidence and have many opportunities to develop skills such as crossing the road safely.
- The childminder is clear about what she wants the children to learn. She focuses on children being happy, safe and ready for their next stage of development. She encourages children to do small tasks themselves, including washing their hands before eating, opening their own packets and putting on their own coats. The childminder supports the children's independence.
- The childminder develops children's language skills. Children respond positively

to the childminder as they listen to familiar stories and rhymes. Children choose props from a bag and suggest songs to sing. They listen intently and interact with stories as they talk about the illustrations and characters. This supports children's future reading skills.

- Children behave well and are learning to manage their emotions with the childminder's support. Children demonstrate that they are happy with the childminder and look to her for reassurance and praise. Children are mostly aware of the childminder's expectations. The childminder does not always talk to the children about her expectations or develop their understanding of why the rules are in place. Therefore, children do not always follow these expectations.
- Children have various opportunities to explore the wider community. The childminder takes them on regular outings, including visits to the woods, local parks and zoos. Children learn about nature, plants and animals. This encourages their interest in the natural world around them and builds on their skills for future learning.
- The childminder encourages parents to provide children with a balanced and nutritious diet. The childminder has a good understanding of children's allergies and preferences, which helps to promote their health and well-being.
- The childminder is reflective of her practice and the observations she makes of the children. She incorporates their next steps for learning into her planning to support children's development. The childminder has systems in place to identify any emerging needs in children. The childminder acts on concerns in a swift manner.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to safeguard children. She accesses training to ensure that her knowledge is up to date. The childminder recognises the possible signs of abuse and neglect. She is aware of the risk of exposure to extreme views and behaviour. The childminder teaches the children how to be safe while out in their local community. The childminder has procedures in place should she need to raise concerns regarding children's welfare to other agencies. She understands how to deal with allegations against herself or other adults in her home.

What does the setting need to do to improve?

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

- embed routines and rules for behaviour so that children understand why these are in place
- strengthen the support for children to develop the skills and confidence to engage in two-way conversations.

Setting details

Unique reference number	EY400063
Local authority	Kent
Inspection number	10244503
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 11
Total number of places	6
Number of children on roll	11
Date of previous inspection	28 June 2017

Information about this early years setting

The childminder registered in 2009 and lives in Preston, near Canterbury, Kent. She operates from Monday to Friday, all year round. The childminder has an appropriate qualification at level 4.

Information about this inspection

Inspector

Linzi Bradbury

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 the setting.
- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The inspector carried out joint observations of group activities with the childminder.
- The childminder shared a sample of documents with the inspector. This included evidence of training and the suitability of those living on the premises.
- Parents shared their views through written responses with the inspector.

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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