

Childminder report

Inspection date: 27 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

The childminder provides a warm, inclusive and home-from-home environment for all children. She is nurturing and caring and gives the children lots of reassurance, praise and cuddles. Children show they have a close bond to the childminder and go to her for comfort and support. They often chat and giggle in excitement with her. Younger children lay in her arms and beam up at her as she speaks to them.

The childminder gives clear and consistent verbal reminders for behaviour, which the children follow well. The children use good manners and enjoy making sure their friends can join in. They get each other's water bottles and share out food at snack time. They confidently enjoying playing together, running around the garden with a ball, riding on the bikes and splashing in water. The childminder's use of high praise and encouragement supports children to be motivated, excited and engaged learners.

The childminder plans a curriculum to support children to become confident, independent and happy learners who are ready for school. The children thoroughly enjoy the many activities on offer. They exclaim in awe as they release frozen flowers from ice shapes. Older children show delight at learning the butterfly life cycle and recalling stories. Younger children dance and jiggle to their favourite song and take pride in watering their home-made grass caterpillars.

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

- The childminder knows the children well and uses assessment effectively to provide appropriate activities. She uses children's self-chosen play well to support their development. For example, older children are challenged to find bugs with certain numbers on them. Younger children are challenged to identify different colours. However, at times, during adult-led group activities, the childminder does not focus enough on her planned intent. While children enjoy the activities, sometimes, they are not making the intended progress.
- The childminder recognises the importance of developing children's communication and language skills. She encourages children to have conversations and uses singing and books to encourage speech development. She models new words well for older children, such as 'chrysalis', 'melting' and 'rosemary'. The children repeat these words and later enjoy showing off their newly learned vocabulary. However, the childminder is less confident in supporting younger children's language. Sometimes, younger children have fewer opportunities to practise and develop their skills.
- Children of all ages show a positive attitude to learning. The childminder plans themed activities while also taking into account children's interests. They enjoy using puppets to learn the story of 'The Very Hungry Caterpillar'. Children gaze

at their newly hatched butterflies and talk about the life cycle. They shout out with excitement as they learn numbers and colours, using pretend bugs. This deepens their understanding and encourages them to be inquisitive, interested learners.

- Children behave with care and kindness towards each other. The childminder supports them to understand their behaviour and talks about why sharing and kindness are important. She provides many opportunities, such as toddler groups and outings with other childminders, to help the children build successful friendships.
- The childminder encourages children to be independent. Children self-select resources, go to the toilet themselves, wash their hands and self-register in the morning. Younger children are given plenty of time to master new skills, such as climbing stairs for themselves. Children show pride in being independent and are highly praised by the childminder for their efforts.
- The childminder meticulously ensures that she meets the additional needs of children safely and effectively, including dietary needs. She maintains good contact with other professionals and settings, such as nurseries and paediatricians. She does this in a sensitive and supportive manner, ensuring inclusivity.
- Partnerships with parents are strong. The childminder forms a close bond with them, and parents comment that she is like a member of family. Parents say they are well informed about their child's well-being and development. They value all the support from her in continuing their child's learning at home. They say that she goes 'above and beyond' for the children in her care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of child protection issues and is clear about her role and responsibilities to safeguard children. She knows the signs and symptoms of abuse that may indicate a child is at risk. The childminder fully understands the process to follow if she has any concerns about children's welfare. The childminder conducts daily risk assessments of her home and outdoor area prior to children's arrival.

What does the setting need to do to improve?

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

- focus more precisely on planned learning intentions for group activities, to help children progress their learning even further
- strengthen knowledge of how to support younger children's communication and language skills to a higher level.

Setting details

Unique reference number	EY277412
Local authority	Kent
Inspection number	10289416
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 9
Total number of places	6
Number of children on roll	11
Date of previous inspection	24 November 2017

Information about this early years setting

The childminder registered in 2004. She lives in Minster, Sheerness. The childminder cares for children Monday to Friday, from 8am to 5pm, all year round. She receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Nina Harvey

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 completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector carried out a joint observation of an activity with the childminder.
- Parents shared their views with the inspector.
- The inspector observed the interactions between the childminder and children and considered the impact on learning.

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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