

# Childminder report

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Inspection date: 28 June 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

The childminder offers a welcoming and homely environment, where children feel happy, safe and secure. Effective settling-in procedures are in place and children quickly form strong attachments with the childminder. The childminder nurtures the children's independence from a very young age. This fosters their confidence and self-esteem. Children show determination as they open their own lunch items, dress themselves in the dressing-up clothes and independently wash their own hands.

The childminder has a good knowledge of child development. She uses observations and assessments of children to identify their next steps and any gaps in learning. This, alongside her understanding of children's likes and interests, means that she is able to support children's learning effectively.

Children benefit from plenty of fresh air and exercise. The childminder takes children out to various places of interest, such as local parks, shops, nature walks, farms and wildlife parks. Children enjoy attending a local rhyme-time group and mixing with others. Children make good progress in their physical development, gain good social skills and enjoy learning about the world around them. For instance, they thoroughly enjoy playing in the childminder's garden and participating in nurturing and watering the strawberry plants and flowers.

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

- The childminder knows the children extremely well. She uses information from parents to plan for their children's next steps in learning. This helps children to feel settled, reassured and welcomed into the childminder's care. Children freely explore the activities available, making confident choices for themselves as to what to play with and where to play.
- Children develop good communication and language skills and, overall, the childminder supports them well. For instance, she clearly emphasises key words within her interactions and provides a clear narrative to help children's understanding and to help them to follow instructions. However, when children are older or more advanced, she does not make the most of opportunities as they arise to provide children with extensions to their vocabulary and speaking skills.
- Children generally behave well. They respond positively to what the childminder asks of them and treat the toys and resources with care and respect. However, the childminder does not consistently support children to develop their listening skills as much as they could. For example, children are excited to contribute to discussions and answer questions. This sometimes results in them speaking loudly over one another or interrupting their peers.

- The childminder has good partnerships with parents. She communicates with them effectively about children's achievements. She provides parents with advice and guidance on how to continue their children's learning at home. Parents are highly complimentary about the care and learning their children receive. They say that their children thoroughly enjoy their time with the childminder.
- Children develop a love of books. They are confident to select books to read either independently or to share stories with the childminder and their peers. Children have plenty of opportunities to make marks and practise their early writing skills. For instance, they enjoy chalking in the garden, designing their own castles and creating marks in the sand. This helps to develop children's literacy and helps children to gain good skills in preparation for their future learning and their move on to school.
- The childminder undertakes mandatory training, such as safeguarding and first aid, to keep her knowledge up to date. She is now considering accessing a wider range of training to further develop her practice to be the most effective in supporting children's learning and development.
- Children are confident to tell the childminder what they would like to do. They ask to go to the beach so that they can make sand castles, following a sand play activity. Children are engaged in their learning and concentrate during their play and exploration.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge up to date. She knows the signs that would cause her concern about a child's welfare. The childminder keeps well informed about her local safeguarding procedures and knows who to contact if she has concerns. The childminder thoroughly assesses any risk to help identify and minimise any hazards in her environment. She supervises children's play continuously while in her care. This helps to keep children safe from harm.

## What does the setting need to do to improve?

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

- increase support for children to develop their listening and turn-taking skills
- enhance professional development to focus training more precisely on how to meet children's developing language and vocabulary skills.

## Setting details

<b>Unique reference number</b>	2631969
<b>Local authority</b>	Kent
<b>Inspection number</b>	10295641
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2021. She lives in Sittingbourne, Kent. The childminder cares for children between 9am and 5.30pm, Monday to Friday, all year round except for family holidays. The childminder has a foundation degree in early childhood education. The childminder receives funding for three- and four-year-old children.

## Information about this inspection

### Inspector

Kimberley Luckham

### 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 showed the inspector around her childminding premises to understand how the early years provision and the curriculum are organised.
- The inspector spoke to the children and held discussions with the childminder at appropriate times during the inspection.
- A sample of documents was reviewed by the inspector.
- Parents' views were taken account of by 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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