

Childminder report

Inspection date: 5 July 2023

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

What is it like to attend this early years setting?

The provision is good

The childminder organises resources in her home effectively to enable children to make informed choices about their play and learning. Children interact with their peers in a relaxed and calm environment. They feel safe and secure in the childminder's care. Children form early friendships with each other and are beginning to play cooperatively with friends and the childminder. For example, they take turns pressing the buttons on the toy microwave as they engage in pretend play. The children's behaviour is good and appropriate for their age. The childminder supports them with learning how to take turns and share. She provides consistent messages and makes effective use of praise. This helps children to recognise and manage their emotions.

The children know the daily routines and make sure they wash their hands before mealtimes. At snack time they talk about their favourite fruits. They are learning to be independent as they take on challenges. For instance, children peel citrus fruits before pulling the segments apart, ready to eat. The childminder teaches them how to use the knife safely as they cut up their apples. She has a clear focus on supporting children to learn about how to make healthy choices as they practise life skills.

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

- Children are curious and enjoy exploring in the garden. They plant seeds with the childminder, such as beans and herbs, and help water them to make them grow. Children use a magnifying glass to search for bugs and insects. The childminder teaches them about how to respect and care for all living things as they explore the natural environment.
- The childminder introduces descriptive language as the children engage in activities. For instance, she encourages them to feel the crumbly play dough as they squidge it together to make a ball. The childminder makes strong use of repetition to help children hear the correct pronunciation of words as they play. She supports children's communication and language skills effectively.
- The childminder encourages the children to look at books independently, as well as spending time reading stories with them. Children are keen to talk about the pictures in the books. They particularly like to go on visits to the library to choose which books they would like to borrow. The childminder helps children to develop a firm interest in literacy.
- Going on outings to extend children's understanding of the world around them is important to the childminder. She takes the children on trips to the beach and local farm. The children particularly enjoy learning about the names of the animals and their young. The childminder encourages the children to recall past events and talk about the animals they have seen. However, on occasion, the

childminder does not always give children time to think and respond to questions.

- The childminder has a good relationship with parents. They comment on how their children have grown in confidence since starting with the childminder. The childminder provides parents with daily updates through one-to-one conversations and online messages.
- The children practise their hand-to-eye coordination as they throw and catch balls and balloons. They learn how to identify hazards and manage risks for themselves. For example, the childminder teaches them how to climb to the top of the slide safely. She provides children with daily opportunities to exercise as they explore and investigate in the garden and at local play areas to practise their physical skills.
- The childminder has high expectations for children's learning. She plans a curriculum based on children's interests and next steps. For instance, children engage in role play as they become ice cream sellers and make strawberry and chocolate cones. The childminder extends the activity, introducing play dough to enable the children to make their own pretend ice creams. She encourages the children to count the balls and name the different cutter shapes. However, the childminder does not always provide opportunities to further support children in their early understanding of mathematical concepts, such as comparing size and weight.
- Professional development is important to the childminder. She has a strong focus on developing her own practice to improve outcomes for children. For instance, she carries out research to identify new activities to do with the children and regularly meets up with other early years professionals to share ideas and good practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge up to date. For instance, she has recently completed a range of online child protection courses. The childminder has a good awareness of the signs and symptoms of potential abuse and/or neglect. This includes being aware of extremist views and behaviours, such as radicalisation and exploitation. The childminder has secure procedures in place to report any concerns she might have that a child may be at risk of harm. She is aware of her responsibility to keep children safe. The childminder carries out thorough risk assessments to make sure that children play in a safe environment.

What does the setting need to do to improve?

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

- provide children with even more time to think and respond to questions to help

further support their language skills

- make the most of opportunities to expand children's mathematical understanding.

Setting details

Unique reference number	2634456
Local authority	Kent
Inspection number	10295663
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Ashford, Kent. She operates from Tuesday to Friday, from 8am to 4pm, during term time only. The childminder provides funded early education for children aged two and three years.

Information about this inspection

Inspector
Sara Garrity

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 provision.
- The inspector read letters from parents to gain their views about the service they receive from the childminder.
- The childminder explained how she plans the curriculum and the children's daily routines, as part of the learning walk.
- The inspector observed the childminder and children engaged in an activity and completed a follow-up discussion about children's learning and development with the childminder.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- A range of documentation was reviewed, including training certificates, such as paediatric first aid and safeguarding.

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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