

Childminder report

Inspection date: 15 August 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 love coming to this calm and welcoming setting. They choose from a range of resources that appeal to their age and stage of development. Children enjoy the large outdoor space and the various activities on offer. For example, they benefit from looking after flowers in a raised planter. Children nurture herbs while they grow, and later they explore the sensory aspects of the leaves, such as the smell. They also learn new skills about how to be gentle, when handling the plants and flowers.

Children's behaviour is good. The thoughtful and effective organisation of the learning environment supports them to become absorbed in their play. Children learn to take turns and share. Older children show kindness and respect for one another. For instance, they negotiate the space where they assemble their puzzles together and praise each other's progress as they go.

The childminder and her assistant have high expectations for children's emotional development. Children are encouraged to regulate their emotions by identifying their feelings and conveying them appropriately. Children who are limited in their communication skills use sign language to express their needs. Children build strong relationships with the adults and their friends. For example, they attend settling-in sessions until the childminder and parents agree that they are confident to increase their time at the setting.

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

- The childminder provides a broad curriculum that teaches children a good range of skills and knowledge. She observes and accurately assesses what children know and can do, and works collaboratively with parents to agree next steps for learning. The childminder uses children's interests to plan varied learning experiences. This helps children to engage well and enjoy activities for extended periods.
- The childminder places a big focus on getting children to experience life in the wider community. For example, she and her assistant take children to local toddler groups to socialise. They visit the library regularly to share stories together. Children are given the opportunity to visit the shop and choose new resources for the learning environment. The childminder works hard to give children the best possible start to their early education.
- The childminder aims to support children's independence skills. She teaches them to take care of their personal needs, such as visiting the toilet independently. However, the childminder and her assistant do not consistently recognise other opportunities that arise during the daily routine to encourage children to learn to be responsible for themselves and their belongings.

- The childminder and her assistant encourage children to develop their mathematical skills throughout the day. Children often initiate counting activities by themselves and demonstrate their knowledge of shapes to the childminder. They add details to their drawings and count them accurately, developing an understanding of numbers. Children also explore mathematical concepts, such as time, in real-life situations. For example, they use a sand timer to indicate how long to spend brushing their teeth.
- The childminder has a thorough knowledge and understanding of special educational needs and/or disabilities. She works well with external agencies to assist both the children and families in her care. For example, she implements strategies to help children to make progress, while they wait for speech and language therapy. She shares her approach to help parents to keep consistency in the family home.
- Parents are given the opportunity to provide feedback to the childminder. For example, they comment that they are grateful for her individual approach to settling sessions. Other parents say that they value the regular reports about their child's progress and what they can be doing at home to further support learning and development.
- The childminder seeks opportunities to enhance her knowledge of early years provision through various courses. She consistently evaluates her and her assistant's practice. However, she does not always support her assistant to apply their knowledge of individual children to enhance the teaching of their curriculum in small-group and independent play activities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good understanding of the signs and symptoms of abuse and know how to prevent potential harm to children. Safeguarding information is recorded effectively to ensure the childminder can quickly make referrals if she needs to. The childminder checks trends in accidents and incidents to inform her risk assessment procedures. For example, she adapts the learning environment to ensure that children remain safe from possible injuries. The childminder and her assistant are alert to safeguarding issues, such as potential risks to children in their local community.

What does the setting need to do to improve?

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

- enhance the support for older children to develop independence skills
- support assistants to develop confidence in adapting and implementing planned activities.

Setting details

Unique reference number	EY541554
Local authority	Kent
Inspection number	10306060
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 10
Total number of places	6
Number of children on roll	24
Date of previous inspection	6 February 2019

Information about this early years setting

The childminder registered in 2016 and lives in Margate, Kent. She offers care on Monday, from 8.30am to 2.30pm, and on Tuesday to Friday, from 8.30am to 5.30pm, for most of the year. The childminder has two assistants registered to work with her. She holds a relevant childcare qualification at level 6. The childminder offers funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Kate Williams

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 viewed the provision and assessed the safety and suitability of the premises.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector carried out a joint observation of a mathematics activity with the childminder.
- The childminder provided the inspector with a sample of key documentation on request.

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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