

Childminder report

Inspection date: 17 August 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

Children very quickly develop positive relationships with the childminder. They show that they feel safe and secure in her care. Children benefit from a well-organised and child-friendly environment. They show delight and happiness when they follow their interests. Children are well motivated to play and learn.

Children's communication and language skills are a priority for the childminder. They regularly sing songs and listen to stories, such as the Big Red Bus. The childminder chooses books that consider the youngest children's interests. This helps children maintain good concentration. The childminder asks meaningful questions about the story and gives older children time to think and answer. This helps children know more and remember more. Children learn new concepts introduced by the childminder. For example, they learn that a thought bubble is used to represent what a character is thinking or imagining. This improves their understanding about how books work. Children develop the skills they need to prepare them for school.

Children behave well. They respond to the childminder's simple instructions and explanations and begin to wait patiently for what they want. Children gradually learn the behaviours that the childminder expects of them, such as saying please when they ask for a sticker. Children receive praise and reassurance, which develops their confidence and good self-esteem.

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

- Parents speak highly of the childminder. They comment that they are kept well informed about the daily activities which their children are engaged in. The childminder has clear intentions for children's learning. This helps support learning at home. The childminder completes a welcome pack with parents on entry. However, she does not collect sufficient information and decide on some next steps for their learning to inform her curriculum right from the start.
- Children's communication and language is supported effectively. The childminder collects key words from parents in their home language. This helps support their children's good understanding. The childminder teaches children the names of objects and descriptive words during daily activities. Children build on their growing vocabulary to develop their expressive language skills.
- The childminder plans physical and sensory activities that entice children to explore and investigate. For instance, children strengthen their large muscles from 'pulling' and 'stretching' cloud slime. They roll it into balls to make pretend cakes. Children develop their own ideas and strategies for doing things. For example, they creatively decorate the pretend cakes with some small, pictured objects and call them 'candy'. However, the childminder does not teach children

about healthier food options to promote good oral health.

- Children develop good mathematical skills. For instance, the childminder provides a variety of inset puzzles at different levels of difficulty. She teaches strategies to help children learn about number and shape. For example, older children recite the counting sequence to know which numbered puzzle piece is next. They show pride in their achievements. Younger children show good perseverance when they try to place wooden shapes onto a peg board. They practise their hand-eye coordination skills.
- The childminder understands the importance of fresh air and exercise to support children's well-being. For example, she takes children on regular outings into the local community and to nearby parks. Children experience the world around them. The childminder gives children an awareness of other cultures and communities. For instance, she plans to visit a religious temple. This helps children learn about how other people live.
- The childminder provides opportunities for younger children to feed themselves and develop their self-help skills. For example, children eat finger food and practise holding their bottle of water. Older children follow good personal hygiene routines. For instance, they wipe their own nose at the tissue station and then know to wash their hands. Children learn to be very independent.
- The childminder reflects on her practice and identifies how she could further improve. For example, she would like to employ an assistant to grow her business. The childminder recently attended a childcare conference in London for her own professional development. As a result, she has some ideas to develop her outdoor environment. The childminder seeks advice and support from the local authority advisor to share good practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that her safeguarding policies and procedures are in place to protect the welfare of children. She knows the signs and symptoms that might indicate a child is at risk of harm. The childminder is clear about her reporting procedures and who to contact for advice. She knows about the safety and use of mobile phones and protecting children from social networking sites. The childminder has a procedure in place for non-attendance and if children go missing. Risk assessment is effective. For example, she checks on her environment daily to minimise or remove any potential hazards to children to keep them safe.

What does the setting need to do to improve?

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

- engage parents fully in sharing information about children's starting points to inform the curriculum right from the start

- teach children about the benefits of healthy eating to support good oral health and a healthy lifestyle.

Setting details

Unique reference number	2636495
Local authority	Kent
Inspection number	10295682
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives in Gravesend, Kent. She cares for children from Monday to Thursday, between 8am and 6pm all year round, except for family holidays. The childminder is in receipt of funding for early education for children aged two -, three- and four-years-old.

Information about this inspection

Inspector

Jane Winnan

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 childminder.
- The inspector carried out a learning walk with the childminder to understand how the early years provision and the curriculum is organised.
- The inspector carried out a joint observation with the childminder.
- The inspector held discussions with the childminder and interacted with children at appropriate times during the inspection.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- A sample of documents were reviewed by the inspector, including the safeguarding children policy and complaints policy.
- The inspector spoke to parents and read their views about the service provided.

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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