

Childminder report

Inspection date: 4 September 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 are happy, confident and settled in the childminder's care. They build strong attachments with her and with their friends. The childminder is a positive role model for children. She is responsive, kind and nurturing. Older children mimic these good qualities as they invite younger children into their independent play. Children freely access resources and demonstrate their increasing inquisitive natures. For example, they gasp in amazement as the childminder reveals new toys. Children know the names of some of the cars inside and are keen to know the rest. They wait patiently when the childminder demonstrates how to research information on the internet. This helps children develop a deeper understanding of their interests.

The childminder has high expectations for children's behaviour. She consistently encourages the use of good manners and praises children when they follow her rules. This helps to enhance their self-esteem. Children are familiar with the routines of the day and particularly love taking on roles of responsibility. For instance, they ask to clear up porridge oats that have fallen on the carpet. The childminder promotes children's problem-solving skills and lets them try out their ideas. Children use a toy vacuum cleaner, but quickly realise the need for a real one. The childminder organises this under close supervision. Children delight in helping and take their roles very seriously.

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

- The experienced childminder offers children a variety of meaningful play and learning opportunities across the curriculum. This includes regular visits to local places of interest, such as a farm. Children recently took part in washing piglets at the farm. In this way, they learn interesting information through real-life experiences. The childminder actively supports children to retain facts that they have previously learned. Children talk with great enthusiasm and confidence about their outings.
- The childminder gives high priority to developing children's early literacy and language skills. For example, she models key words in context to younger children, who repeat and learn to apply them in new situations. The childminder introduces more advanced language to older children, such as 'monocle' and explains its purpose. Children show a real passion for books. The childminder provides story props, which bring children's favourite stories to life, such as the story of 'Goldilocks and the Three Bears'. Children use props to act out events in the story very well. They participate in a variety of activities to strengthen their small hand muscles. For example, they use wet paintbrushes to make controlled marks. This supports children's early writing skills.
- The childminder promotes children's self-help and independence skills well. For

instance, they develop good cutting skills as they prepare their own fruit snacks. Children learn the importance of good hygiene routines, such as cleaning runny noses with tissues. They place tissues in a bin and thoroughly wash hands after. Children know they are washing away the germs. This shows that children learn to take care of their own health and well-being.

- The childminder enjoys her role of educating and caring for children. She gathers key information from parents about children, from the start. The childminder regularly assesses children's development. This helps gain an understanding of children's abilities and needs. The childminder provides a balance of adult-led and child-led activities. However, she does not always consider how to enable every child to progress in their learning during adult-led activities. For example, older children are expected to recognise and name numbers one to three. They do so with ease as they already know these.
- The childminder is dedicated to her role and welcomes support from her local authority advisory team. However, she does not reflect precisely enough on her own practice to identify improvements that may strengthen her teaching skills. For instance, the childminder does not notice that sometimes when she asks children lots of questions in quick succession, it does not allow them time to formulate a more detailed response.
- Parents are complimentary about the service the childminder provides. They appreciate the quality and range of information about their children's daily learning experiences. Parents say that the childminder's home is like a second home for their children. They state that their children are progressing well, particularly in their confidence, independence and speech.

Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands her responsibilities to safeguard children. She regularly attends safeguarding training, which has given her a good knowledge of the potential signs and symptoms of abuse. This includes risks associated with exposure to extremist views and behaviours. The childminder knows who to report any concerns to about a child's welfare. This helps to prevent children from further harm. She ensures that a daily risk assessment reduces the likelihood of accidents happening. This process helps to keep children safe. The environment is kept clean and hygienic, so children are safe to play.

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 developing children's individual next steps in learning
- reflect on current practice to maintain and strengthen teaching strategies and skills.

Setting details

Unique reference number	EY360662
Local authority	Kent
Inspection number	10280120
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	14
Date of previous inspection	6 September 2017

Information about this early years setting

The childminder registered in 2007 and lives in Kennington, Kent. She offers care Monday to Friday, from 7.45am to 5pm, throughout the year. The childminder has an appropriate early years qualification at level 3. She accepts funding for the provision of free early years education for children aged two, three and four years.

Information about this inspection

Inspector
Sonia Panchal

Inspection activities

- This was the first routine inspection the childminder has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with her and has taken that into account in their evaluation of the childminder's provision.
- The childminder showed the inspector the premises and discussed how they ensure indoor and outdoor environments are safe and suitable.
- The children spoke to the inspector about their experiences with the childminder.
- The inspector and childminder talked about the education provided and assessed the impact that this was having on children's learning.
- The childminder and inspector jointly evaluated an adult-led activity.
- Parents provided written feedback about the education and care their children receive 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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