

# Childminder report

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Inspection date: 7 December 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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, settled and form close relationships with the childminder. They show a real sense of belonging in her homely environment. The childminder has familiar routines and boundaries in place, which are well known to children. They know to wash and dry their hands when they arrive and before mealtimes. This helps children to learn good hygiene procedures. Children's behaviour is good. The childminder is a positive role model, and children learn good manners and how to be considerate towards others. Children relish in the praise and encouragement they receive from the childminder. This helps to build children's self-confidence.

The childminder provides a curriculum based around children's interests and accurately identifies what they need to learn next. Children are extremely motivated to play and learn. They become absorbed in activities that are tailored to their interests. For example, children use their hand-eye coordination as they measure and mix ingredients to make dough. The childminder takes children on regular outings in the local community. Children learn about road safety and keeping themselves safe. The childminder provides opportunities to help children learn about the wider world. For example, she talks to children about other countries and cultural celebrations, and children try different foods from around the world.

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

- The childminder knows children's care routines and learning needs well. She carefully plans purposeful activities to help children build on what they already know and can do. Consequently, children make good progress from their starting points.
- The childminder plans opportunities for children to develop their physical skills. For example, children have great fun making dough and using their small-muscle skills to make shapes. Furthermore, the childminder provides children with regular opportunities to develop physically outside, such as walks in the community and visits to the local park.
- The childminder supports children's healthy lifestyles and self-care skills well. Children are encouraged to carry out simple tasks for themselves, such as taking off their own coats and shoes. The childminder provides children with healthy snacks and fresh drinking water.
- Overall, children develop their communication and language skills well. They learn new words and recall what they have learned during an activity. The childminder consistently engages children in high-quality interactions and asks questions. However, at times, she does not always give children time to think and respond. This means that children are not always able to fully explore their thinking skills.

- The childminder regularly reflects on her practice. She knows her strengths and is keen to continuously improve the quality of her provision. The childminder undertakes regular training to ensure that her knowledge is up to date with current guidelines. This helps her to continually develop her practice and support children's learning and development effectively.
- Mathematics is continuously incorporated into children's routines and activities. The childminder asks children to count in sequence and compare size and quantity, such as big and small and full and empty, as they measure flour and water. Children gain a good understanding of early mathematical concepts.
- The childminder has good relationships with parents and provides regular feedback to keep them informed about children's experiences, achievements and progress. Although partnerships with parents are established, the childminder does not ensure that there is a regular two-way exchange of information with other settings children attend, to fully promote continuity in children's care and learning.
- The childminder has high expectations for children's behaviour. She encourages children to tidy away resources when they finish activities. This enables children to learn about boundaries and behaviour expectations.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands her responsibilities to safeguard children. She has a good knowledge of the signs and symptoms of abuse and procedures to follow to report any concerns she may have about a child's welfare. The childminder knows how to manage any allegations raised against herself or other adults living in the home. The childminder ensures that the premises are secure. She completes regular checks of all areas of her home and garden to identify and address potential hazards to children.

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

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

- strengthen skills in recognising when to provide children with more time to think and respond to questions
- work more closely in partnership with other settings that children attend to provide a shared and consistent approach to children's learning.

## Setting details

<b>Unique reference number</b>	EY465956
<b>Local authority</b>	Kent
<b>Inspection number</b>	10305203
<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>	4 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Date of previous inspection</b>	14 February 2018

## Information about this early years setting

The childminder registered in 2013. She lives in Sittingbourne, Kent. The childminder operates all year round, from 7am to 6pm, Monday to Friday, except for family holidays. The childminder holds an appropriate childcare qualification at level 3.

## Information about this inspection

### Inspector

Nicky Chambers

### Inspection activities

- The 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 her practice.
- The inspector carried out a learning walk with the childminder. The inspector assessed the impact of the quality of interactions and the learning opportunities she provides to children.
- The inspector observed the childminder's teaching skills while she engaged in adult-led and children's free-play activities.
- The inspector viewed a sample of relevant and required documentation.

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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