

Childminder report

Inspection date: 12 December 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 and settled at the childminder's home. They confidently move around the environment and engage well with each other. For example, children encourage each other to play as they eagerly say, 'Come on', 'Come on.' The childminder recognises when children need comfort and gives them a cuddle when they become upset. This helps children develop a sense of security.

Children have access to a secure garden. The childminder introduces children to growing their own vegetables. For example, they grew their own tomatoes and pumpkins. Children play with sand outside and explore other textures, such as cornflour play.

Children enjoy eating their meals together. Older children help to get the table ready for lunch and pour the drinks for everyone. The childminder reminds children how to sit safely on their chairs while eating. Children wash their hands independently before and after meals. The childminder offers support to children when needed. For example, she reminds children to use soap and dry their hands thoroughly.

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

- The childminder makes sure she keeps up to date with changes to legislation and ensures that her training is current. For example, she has attended updated safeguarding training, including 'Prevent' duty training. The childminder has updated her skills on supporting children's speech and language development.
- The childminder plans activities based on what children are interested in. For instance, she sets out toy dinosaurs and zoo animals following a recent visit the children had to the zoo. Children use wooden blocks to build cages for the animals. The childminder asks children questions about their creations. However, the childminder does not always adapt activities to extend older children's learning further.
- The childminder's curriculum is designed to support children to learn the skills they need for future learning. For example, children are learning how to be independent. The childminder encourages children to pour their own drinks at mealtimes and put their own coats and shoes on before going outside. Children know they need aprons on before taking part in craft activities. As a result, children's personal development is being promoted well.
- Children's physical development is being well supported. The childminder uses play dough to help children to develop their fine motor skills. Children use rolling pins and cutters in the dough, as well as making footprints with the small-world zoo animals. They take turns to share the resources and engage in conversations about what they are doing. As a result, children's fine motor skills

are developing well in preparation for early writing.

- The childminder monitors children's progress regularly to identify any gaps in their learning. She works with with other professionals to support children's development, such as their speech and language. The childminder has completed additional training to help promote communication and language. As a result, children are making good progress.
- The childminder organises the environment so that children have access to the resources she thinks they will be interested in. For example, the children enjoy exploring the small-world zoo animals. However, when children's interests change, they are not able to easily access different resources. This has an impact on how well children can explore their emerging interests.
- Parents are very happy with the care the childminder provides. They report that the childminder shares their children's progress with them regularly and they feel well informed about how to support their children's learning at home. Parents describe the childminding setting as feeling like a 'home from home'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands how to identify signs of abuse. She knows how to respond to concerns she may have about a child's welfare. The childminder understands the local safeguarding partners procedures. She understands the process to follow if an allegation is made about herself or a household member. The childminder completes risk assessments to ensure that the environment is safe for children. She encourages children to manage their own risks. The childminder has a valid first-aid certificate.

What does the setting need to do to improve?

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

- enhance the implementation of the curriculum for older children to offer slightly more challenge to extend learning even further
- review and improve the organisation of the environment to ensure that children can access the resources they require to support their emerging interests.

Setting details

Unique reference number	126646
Local authority	Kent
Inspection number	10319781
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	2 to 13
Total number of places	5
Number of children on roll	6
Date of previous inspection	21 January 2019

Information about this early years setting

The childminder registered in 2000 and lives in New Romney, Kent. She operates all year round, from 6.45am to 5.30pm, Monday to Friday. The childminder holds a suitable level 3 childcare qualification. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Pippa Clark

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 childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- 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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