

Childminder report

Inspection date: 12 March 2024

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 are well cared for in the childminder's calm home. They have strong bonds with the childminder, who is patient and kind in her approach. She frequently cuddles and comforts children, which helps to develop their self-esteem and emotional well-being. Children delight in choosing toys and games from a well-organised play area. Children confidently choose what they want to play with. For example, older children delight in counting trains going past and matching the numbers displayed on a poster. Younger children toddle happily to explore jigsaws and books. This supports their confidence and skills.

The childminder has high expectations of children. She promotes positive attitudes to learning and is a good role model. Children enjoy helping to wash up plates and bowls after snack time. The childminder skilfully extends their interest by explaining how bubbles are made. This helps to develop children's understanding effectively. The childminder is passionate and proactive. She provides children with a wide range of additional experiences. For example, children talk excitedly about their recent trip to the farm where they learned about different animals. The childminder encourages children to recall and remember previous learning, such as when the lady came with the hedgehogs and explained what they can eat. This successfully supports children's understanding of caring for living things.

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

- Children behave well. The childminder frequently praises children and 'high-fives' them when they follow instructions. Older children enjoy choosing stickers when they are good helpers, such as when they find favourite toys to help babies settle. This encourages their social skills well.
- The childminder promotes children's language skills well. She uses sign language to help babies communicate. Children benefit from a language-rich environment. They enjoy joining in with songs and rhymes. Older children talk fondly of their regular visits to the library to choose books.
- Children benefit from the childminder's strong community links. They look forward to their regular visits to a nearby care home to meet their elderly friends and have a planned visit to a mosque. This successfully supports children's understanding of, and respect for, others.
- The childminder promotes children's independence and self-care skills well. Older children are encouraged to pour their own drinks and help wipe the table. Younger children are encouraged to spread butter on their toast and to feed themselves. Children remember that they need to brush their teeth after meals.
- Overall, the arrangements to promote children's learning are effective. The childminder actively supports children's own interests. She immediately responds when they ask to go outside to the 'secret garden'. Although children enjoy the

activities on offer, these do not always precisely reflect what they need to learn next or fully engage them. At these times, children do not benefit from opportunities to extend and embed their learning.

- The childminder knows the children in her care well. She engages in thoughtful conversations with them based on their interests. For example, older children talk happily about going to the shops to buy items and what money they will need. The childminder encourages them to use letter sounds to help write a shopping list. This develops children's literacy skills effectively.
- Children are encouraged to keep themselves safe. The childminder encourages them to remember a recent fire drill and how to ring for the fire brigade. She ensures that the environment is safe and secure, inside and outside. Children know to put their coats and wellies on to play outside in the rain, to stop them from getting wet.
- The childminder has strong links with local schools to support children's smooth transitions. She shares information well to help children settle in. Children talk excitedly about their recent visits and talk positively about going to school. This helps children to prepare well for their next stage in learning.
- Communication with parents is strong. The childminder shares regular updates about what children are learning and their next steps. She works in collaboration with parents well. They talk of the childminder as being part of the family and say that their children have made good progress. The childminder promotes home learning well. Children are excited to take home their spring activity bags to share with their families.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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 what children need to learn next when planning activities, to help extend and embed their learning.

Setting details

Unique reference number	2656481
Local authority	Kent
Inspection number	10332926
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 3
Total number of places	3
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Kingsnorth, Ashford, Kent. She operates all year round from 7.30am to 6pm, Monday to Friday. The childminder provides funded early years education for two-, three- and four-year-old children. She has an early years qualification at level 3.

Information about this inspection

Inspector

Victoria Salisbury

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 spoke to the inspector about her curriculum and what she wants children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the setting with the inspector.

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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