

Childminder report

Inspection date: 11 September 2024

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

The childminder offers a warm and welcoming environment. This enables children to be relaxed and have a sense of belonging. The childminder has created strong bonds with young children. For example, very young children approach her with open arms and a smile. Children settle quickly and engage in the activities that are provided by the childminder or with resources that are available to them at their level. Children are well supported and encouraged to have a go independently. They show pride in their achievements and persevere at set tasks. For example, children continue to build when a tower falls down several times until it works. They then smile and clap and begin to count the bricks they have used.

Children are confident and happy as they make free choices in their play. For example, some children sit at the table while drawing with pencils, labelling the colours they use, while other children explore the cars on the floor. The childminder gives children opportunities to explore the local area. They have daily access to parks, and they enjoy going to feed the ducks. This helps to broaden children's experiences and build on their physical skills. The childminder has several animals in the home that children learn about and help care for. For example, they observe how the stick insects move, and they count them.

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

- The childminder has a calm nature. This helps them to engage in the activities that are provided. She is quick to introduce new resources when she notices children losing interest or becoming distracted. However, on occasion, the childminder does not adapt group activities to fully engage the youngest children. This results in the learning intentions not being fully met.
- The childminder encourages good language skills with young children. She reads stories regularly and encourages them to mimic the animal sounds. She introduces new vocabulary even to very young children. She supports children who speak English as an additional language effectively, and they make good progress in their learning.
- The childminder demonstrates a good understanding of children's interests and where they are at developmentally. She introduces weekly topics to enable children to gain new learning. She promotes independence and confidence in children well. For example, she recently did a minibeasts week after being informed of children who had developed a fear of insects and bugs. She used this opportunity to build on their confidence. They now help care for the stick insects that have been introduced at the setting.
- Children behave well. They are polite and often say 'please' and 'thank you' without prompt. They are confident to ask the childminder when they would like to change the activity, and they willingly tidy up when asked to by the

childminder before starting something new. Older children offer to help younger children and are accepting of them when the childminder explains to them they are a lot younger. For example, when they knock a tower down as they are trying to build, older children say, 'That's okay. We can do it again.'

- The childminder promotes independence in children, in particular their own care needs. She supports them to become confident in washing their hands before snack and to put on aprons before a painting activity. She sets simple rules and gives clear instructions, so children know what is expected. For example, when painting, they use one paintbrush at time and pause to clean up spills before continuing.
- Parents report that the childminder offers a variety of experiences to children. She communicates regularly, ensuring that parents are well informed of their child's development and learning. The childminder has robust settling-in procedures to ensure that children's and parents' experiences are positive. This enables strong relationships to form and for children to quickly engage in learning within their environment.
- The childminder keeps her knowledge current, for example, through accessing regular training. This enables her to adapt her practice to enhance the learning experiences that she offers children and build on their existing skills. She reflects on her practice regularly and is prompt to respond to children's interests and needs. She works well with local schools to support children in their transition to their next stage of education.

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:

- strengthen opportunities for very young children to engage more fully in group activities.

Setting details

Unique reference number	103627
Local authority	Medway
Inspection number	10351312
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	0 to 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	24 October 2018

Information about this early years setting

The childminder registered in 1991. She is located in Rochester, Kent. The childminder operates term-time only, from 8am to 6pm, Monday to Friday. She holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

James Sutton

Inspection activities

- 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 children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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