

Childminder report

Inspection date: 21 August 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

Children build strong and secure attachments with the nurturing childminder. They are extremely happy and flourish in the stimulating environment. Children make good progress in their learning and development. The childminder has high expectations. She knows the children well and considers their needs and interests when she plans learning experiences. For example, she plans her environment with enough challenge so children can achieve their next steps in learning.

The childminder is a positive role model. She demonstrates good manners. This helps children know what is expected of them. Children know how to look after the toys. For example, when they have finished playing with the dough, they ask for the box to put it away. They take their plates into the kitchen after snack time and know they need to wash their hands.

Children are independent in their learning. They move around the room choosing what they wish to play with. Children are confident to express themselves and communicate their wants and needs. For example, younger children ask for toys that are not within reach. They invite the childminder to look at nursery rhyme books with them. They sing and join in actions together. Children show a positive attitude to learning.

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

- The childminder assesses children's progress effectively. She gathers information from parents when children start attending. This gives her an understanding of what children know and can do. The childminder uses this information to help her plan next steps in learning for children. All children, including children with special educational needs and/or disabilities, make good progress in their development.
- The childminder places a strong focus on children's communication and language skills. She reads books and has lots of conversations with them. She uses every opportunity to role model and use new words. For example, when children rub their hands along the wall, she introduces the word 'bumpy'. This helps them expand their vocabulary.
- The childminder supports children's mathematical development well. She challenges and extends their learning through play. For example, when playing with dough, she encourages them to count pasta pieces and looks at the shapes they have made. These experiences help give children a secure base knowledge of mathematics.
- The childminder has appropriate expectations of children. She praises and values children's efforts and achievements, which helps build their self-esteem. The childminder is gentle in how she supports children with their behaviour. For

example, when they stand on a toy car, she quietly reminds them they could fall and hurt themselves.

- The childminder's focus on personal, social and emotional development is effective. She interacts with children to help them develop a good sense of belonging and self-assurance. For example, when children arrive at the childminder's home, they find their name and photograph. They place them next to a mirror so they can see their face and uniqueness. This helps children to feel included and part of the setting.
- Children learn about the world around them. For example, they enjoy trips to the local park and attend groups at the local children's centre. This helps children to meet others and build their social skills.
- The childminder provides good opportunities for children to learn about growth and living things. Outdoors, children plant sunflowers and learn how to look after them. They excitedly find and name plants in the garden, saying, 'Look, I've found a dandelion.' This helps children develop an understanding of the world around them.
- Partnerships with parents are good. Parents are very happy with the service the childminder offers their children. The childminder shares regular information about what their children are learning. However, she does not always offer consistent support to encourage parents to continue their child's learning at home. Children therefore do not benefit from a fully consistent, shared approach to their learning.
- The childminder values her own learning. She completes a range of training to help keep her practice up to date. For example, after the COVID-19 pandemic, she completed a number of courses about child development to refresh her knowledge. This helps improve the quality of her provision.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- strengthen the support for parents to continue their child's learning at home.

Setting details

Unique reference number	156023
Local authority	Medway
Inspection number	10351211
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 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	16 October 2018

Information about this early years setting

The childminder registered in 2001 and lives in Gillingham, Kent. She operates all year round from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector
Janine Scott

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 around the areas of her home used for childminding, and discussed the risk assessments in place to minimise hazards.
- The inspector observed the interactions between the childminder and children, both indoors and outdoors.
- The inspector spoke to the childminder at appropriate times during the inspection.
- The inspector took account of parents' written comments during the inspection.

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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