

Childminder report

Inspection date: 22 May 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 have a wonderful environment to learn in at the childminder's house. She plans fun and exciting activities and focuses on skills children need to develop. For example, the childminder understands how to strengthen children's fine motor skills through activities, such as playing with play dough and using tweezers. She allows children to practise and embed these skills throughout their play. The childminder designs the room so younger children can access their toys and the older children can practise their independence. Outdoors, children have their own section in the garden, where they play happily with sand, water and paint. The childminder has taught children how to use and look after the equipment, enabling them to be independent learners.

Children behave very well and learn from each other. For example, children share and take turns in the reading corner and hand out books to the younger children. The children are eager to tell the childminder about their wants and needs and she listens to them intently. The childminder understands the importance of language development and teaching new vocabulary and does this throughout children's play. She starts each day with a morning group time to welcome and greet the children to settle them into their day.

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

- The childminder recognises the importance of reading stories and singing songs to develop children's early literacy skills. She reads to children throughout the day when children approach her with books. Children also enjoy a planned morning story time, where they can listen and join in with parts they know. Younger children learn new words and vocabulary through songs familiar to them and learn new songs through topics.
- The childminder shows a broad and ambitious knowledge of what they want children to learn, such as developing children's skills to become independent learners. However, at times, activities can include too many aspects of learning for children. The intent becomes unclear, and children do not have the chance to properly understand the skills they are being taught.
- Parents are extremely happy with the care their children receive and the progress children have made. They speak highly of the childminder and discuss how children are happy and talk about their day once they are at home. Parents are well informed with how children are making progress, their next steps in learning and development and what children have done that day.
- The childminder includes opportunities for children to develop their awareness of print and includes lots of vocabulary within the room. Children discover hidden letters in areas, such as the sand tray, and the childminder teaches children the sounds they make.

- The arrangements to support the childminder's professional development are good. She attends ongoing training that is relevant to the needs of the children attending her setting. For example, she has completed a course to support her in teaching mathematics and is beginning a course to become a special educational needs coordinator. The childminder also has a strong presence within her local collaboration group and organises trips and visits for the benefit of other childminders and children.
- Children enjoy local trips within the daily activities with the childminder. They attend local toddler groups, which allow children to socialise and learn in a larger group, as well as the zoo and beach. The childminder understands the importance of developing children's understanding of the community in which they live. She takes the children on the bus to the library and other places nearby. Children also learn about the wider world through interesting topics and celebrations throughout the year. For example, as part of learning about Chinese New Year, the childminder included learning about different foods and cutlery around the world.

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:

- enhance the planning of activities to more clearly identify the aims for children's learning.

Setting details

Unique reference number	2662082
Local authority	Kent
Inspection number	10339450
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 4
Total number of places	5
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in Margate, Kent and works from Monday to Friday from 7.30am to 6pm.

Information about this inspection

Inspector
Jade Mellin

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 provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.

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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