

Childminder report

Inspection date:

17 October 2024

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children play contentedly at this calm and happy childminder's home. They enjoy spending time with her after a busy school day. They show confidence in choosing toys they want to play with, spending a long time exploring how a pumpkin toy works, sustaining high levels of engagement and concentration. The childminder praises children frequently, encouraging them to persevere. Children enjoy playing with her to set up a train track, spending time fixing different pieces together. This supports children's positive attitudes to their play. Children enjoy spending time matching pictures and cards when feeding the 'hungry caterpillar' a range of fruits, following on from their interest in the story. The childminder talks to children about the fruit, explaining what a watermelon is and helping children find the corresponding picture. This helps support their understanding successfully.

Children know the routines of the childminder's home well and consequently they demonstrate good behaviour. They excitedly choose their favourite toys and help the childminder to put them away when they are finished. This helps encourage their personal and social skills successfully. Children with special educational needs and/or disabilities are well supported. The childminder helps children to communicate using actions and cues. This adds to their enjoyment of the activity and helps them feel safe and secure.

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

- The childminder encourages children's independence. She asks them what they would like to play with and follows their lead, helping them find their favourite toys. When needed, she gently reminds children to keep themselves safe when playing with toys. This helps them develop a good awareness.
- The childminder uses children's interests to extend their play. For example, she spends a long time with children building a puppet theatre to further develop their interest in stories. They enjoy exploring arts and craft resources, expressing their creativity. Children also enjoy choosing different coloured stacking cups to make towers and delight in knocking them down. They enjoy counting them with the childminder, enhancing their understanding.
- The childminder provides a range of healthy snacks to encourage children to try a range of fruits. She provides toys to help children to learn to brush their teeth. This helps children develop a good awareness of how to keep themselves healthy.
- The childminder knows her children well. She provides a range of resources to support their developing language. For example, children eagerly seek out their favourite story, 'Dear Zoo', and the childminder immediately invites them for a cuddle, to read it together. This supports their emotional well-being effectively.

- The childminder provides a range of activities to engage children. She offers cooking and baking activities to support older children's interests. For younger children she provides books and puzzles to support their engagement. She is proactive and committed to ensuring she offers high-quality care.
- The childminder ensures she finds out comprehensive information when children start. She has strong links within other agencies, settings, and schools in the local area to support families. She helps them to access funding, where needed, and seeks their feedback to improve what she offers.
- The childminder takes children on outings and trips to widen their experiences. For example, children enjoy celebrating different cultures, such as Chinese New Year and Halloween. She takes children on walks to the local library to join in with sessions supporting their social skills.
- The childminder attends regular training to ensure she keeps up to date with local safeguarding issues. She knows where to go to access advice and support. She keeps accurate records and information about children.
- The childminder communicates well with parents. She updates them daily about what their children have been doing. Parents talk of how welcoming and friendly the childminder is and how much she has helped them as parents.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	2757996
Local authority	Medway
Inspection number	10349709
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	4 to 8
Total number of places	4
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She lives in Gillingham, Medway, Kent. She provides before- and after-school and holiday care only, and is open 7am until 6pm Monday to Friday.

Information about this inspection

Inspector

Victoria Salisbury

Inspection activities

- The childminder explained to the inspector the types of activities she provides for children.
- The inspector asked the childminder how she ensures children are safe in her care.
- The childminder showed the inspector the areas used for minding and how she ensures these are suitable.
- The childminder showed the inspector documentation such as paediatric first aid and insurance.
- The inspector discussed with the childminder how she works in partnership with parents.
- The inspector observed children engaged in activities and the childminder's interactions with them.

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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