

Childminder report

Inspection date: 4 March 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 provides a familiar, home-from-home environment, where children display that they feel safe, relaxed and happy. The childminder builds a strong relationship with parents to ensure a strong attachment to children from the start. Children settle quickly as the childminder provides all children with comfort and reassurance throughout their sessions. The childminder works with an assistant, and both adults have high expectations for children's learning. Children enjoy a variety of activities and behave well. The childminder praises children for their achievements. This contributes to raising their confidence in their abilities and their self-esteem.

The childminder and her assistant are good role models. They teach children about kindness and respect. For example, the childminder recognises that children need support to share and take turns when playing independently. She uses strategies such as the use of timers to ensure that individual children can communicate confidently when it is their turn to use a resource.

Children enjoy a variety of activities and resources. For example, the garden boasts a view of the nearby castle. Children take part in imaginative play with a small-world castle. They visit places in the nearby area, and they learn what makes them special and unique within the wider world.

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

- The childminder has created a curriculum that supports what children already know and can do and places communication and language development as a high priority. Children learn vocabulary in meaningful ways. For example, the childminder introduces new positional language as children put pieces of a marble run together. She sings songs and rhymes with younger children to expose them to new words. The childminder's assistant narrates children's play and asks them questions about what they are doing. This contributes to children making good progress with their communication skills.
- The childminder evaluates her setting well and identifies many ways she can improve the service she provides. Children have access to age-appropriate resources that they explore with their peers. Although the childminder fully supports children's curiosity, there are times when she does not identify and respond quickly enough to children's emerging interests. This means that children can, at times, become distracted and interrupt other's play.
- The childminder encourages children to try a range of fruit and vegetables at mealtimes. For example, children pick apples from the tree to bake in home-made apple pies. Children understand the importance of eating healthy food options. They build their own pizza and are encouraged to consider which food

and drinks are good and bad for their teeth and overall health. Children have many opportunities to practise skills for their physical development. Children are learning to live healthy and active lifestyles.

- The childminder encourages children to be independent by washing their own hands. She teaches them the importance of keeping clean to prevent germs from spreading. However, the childminder and her assistant do not consistently provide opportunities, particularly for older children, to further support their independence skills. For example, at times, they do simple tasks for children rather than encouraging them to do them for themselves.
- The childminder provides a curriculum that allows children in the setting to be valued. She supports children to explore their individuality and cultures through daily teaching and purposeful resources. This supports children to develop a positive view of diversity.
- Parents provide positive comments about the childminder. They say that they are grateful for her part in helping children to progress in their learning. Parents say that the childminder is supportive and approachable and that their children love attending the nurturing setting.
- The childminder works to support a professional relationship with her assistant. She engages with extensive professional development to continually strengthen her practice and passes this on to her assistant to ensure consistency. For example, the childminder recently completed training to consider the different learning styles of children, to support children's learning even more effectively. This has a positive impact on children's outcomes.

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:

- refine the planning of daily activities to focus more on children's interests, to ensure all children remain engaged in learning
- extend opportunities within the daily routine to support children's independence skills.

Setting details

Unique reference number	506307
Local authority	Medway
Inspection number	10317260
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 12
Total number of places	8
Number of children on roll	15
Date of previous inspection	14 May 2018

Information about this early years setting

The childminder registered in 1998. She lives in Rochester, Kent. The childminder works with one registered assistant, her husband, who works with her on a full-time basis. The childminder provides care for children each weekday, from 7am to 7pm, for most of the year. She receives funding for the provision of free early education for children aged three and four years.

Information about this inspection

Inspector
Kate Williams

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 the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to and communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the childminder with the inspector.
- 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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