

Childminder report

Inspection date: 18 November 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 show that they feel safe and secure at the setting. They receive warm interactions from the childminder and her staff. Children quickly settle and begin to play with toys that they choose for themselves. Children join in with exciting activities, such as the exploration of Christmas items, such as baubles and bells. They become engrossed in learning and are eager to share what they are most looking forward to about Christmas. Children learn to take turns in conversation and share what makes their family unique.

Children behave well and enjoy the company of their familiar peers. The childminder encourages children to take turns and be respectful of the needs and preferences of others. Older and younger children enjoy games and activities together. For example, they patiently take it turns to zoom their own car down the slope of the wooden garage. The childminder supports children to wait until their friends have had finished before having a go themselves. Children learn to manage their feelings and behaviour effectively, as well as learning to follow rules and boundaries.

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

- The childminder has a good understanding of how children learn and develop. She plans a range of purposeful activities and experiences that engage children well. For example, children grow sunflowers in the summer. They learn about lifecycles as they care for pupae and caterpillars. Children experience awe and wonder when they release the grown butterflies into the environment. This helps the children to progress well in their learning and development.
- The childminder and her staff provide opportunities for children to talk about their own experiences. They discuss their holidays and what form of transport they used to get there. Children listen and respond well to each other. The childminder supports children's emotional well-being and children show they are confident and display high levels of self-esteem.
- Overall, the childminder creates many opportunities for children to embed their language skills. For example, children sing rhyming songs and recall familiar words. Throughout their play, the childminder repeats words back to children and exposes them to new language and vocabulary. The childminder engages in children's play and asks them questions. However, the childminder sometimes asks closed questions to test children's knowledge, which prevents them being able to demonstrate their understanding and individual ideas.
- The childminder nurtures children's confidence and independence. Children lead their own play and follow their own ideas, moving safely between the play areas. Resources are plentiful and children access these easily. They enjoy the spacious and appealing learning environment as well as opportunities to play outside.

Children learn to be independent and make good progress in all areas of their development.

- On the whole, staff provide practical help and support and supervise children well. The childminder plans activities for group play. However, some children do not always want to join in with the more collaborative activities. At times, the childminder does not use staff effectively, to ensure they make use of opportunities to engage and interact with those children who prefer more quieter play.
- The childminder and her staff create trusted relationships with parents. Parents commend the childminder on the high levels of care that she provides for their children. They appreciate the advice and support that she gives. This creates joined-up working that supports all children to make good progress from their starting points. This includes children with SEND.
- The childminder is reflective. She regularly reviews her service and the development of the setting. The childminder and assistant complete regular training and use online resources to support their professional development. For example, the childminder and her staff have recently completed statutory refresher training for the safeguarding of children.

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:

- build on children's communication and language skills further by using more open-ended questions to extend their thinking
- support staff to focus more precisely on improving interactions to enhance children's learning consistently.

Setting details

Unique reference number	EY299756
Local authority	Medway
Inspection number	10373690
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 8
Total number of places	6
Number of children on roll	11
Date of previous inspection	20 April 2023

Information about this early years setting

The childminder registered in 2009. She lives in Wainscott, in Rochester, Kent and works with an assistant. She provides care Monday to Friday from 7am to 5pm for most of the year, with the exception of family holidays and bank holidays. The childminder holds a level 3 qualification and receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Kate Williams

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector talked to assistants at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between the adults and children.
- Parents shared their views of the setting 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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