

Childminder report

Inspection date: 5 May 2023

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 are settled and comfortable while in the care of the childminder and her co-childminder. They show high levels of confidence as they greet visitors. The childminder is caring and attentive to children's needs. For example, as children make requests during their play, she responds well to these. As a result, children are developing positive attitudes towards their learning.

Children have a good understanding of the routine as a result of the childminder's high expectations. For example, before getting ready to go for a walk, children know to put on their shoes and high-visibility jackets. The childminder gives children simple instructions and reminds them of the expectations when on outings. As a result, children wait patiently for the childminder to be ready. This promotes children's safety and helps to prepare them for what is coming next.

Children have opportunities to develop their communication and language skills. They show a particular interest in listening to stories and develop high levels of concentration as the childminder reads enthusiastically. The childminder sensitively corrects children's knowledge when they call a dragon a 'dinosaur'. Children are developing a love for books as they eagerly request for more stories to be read. The childminder is responsive to this, which supports children's love for reading and exposes them to a broad variety of language.

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 and creates exciting activities to capture children's interests and engage them in learning. For example, children have recently been learning about the life cycle of a butterfly. This helps to broaden children's knowledge of the world.
- The childminder encourages children to develop their independence skills. For example, children are learning to place their belongings in a designated box by themselves. Older children are beginning to recognise their name, labelled on the boxes. This supports children's future learning and ability to look after their own needs.
- The childminder is a good role model. She speaks calmly to the children and regularly immerses herself into their play. For example, as children show an interest in balls, the childminder encourages them to practise their throwing and catching skills. As a result, children confidently invite others to join in the game and become fascinated in watching how high they can throw the ball.
- The childminder supports children to develop healthy lifestyles. She works closely with her co-childminder to provide nutritious snacks and meals for the children. She is aware of any dietary requirements and ensures that the menu is

tailored to meet children's individual needs. This helps children to develop good eating habits.

- The childminder provides daily opportunities for children to exercise and develop their physical skills. For example, children walk to and from school and visit local parks. These opportunities allow children to develop their core strength and coordination.
- Children develop their curiosity. For example, as they explore the woods, they talk about the different flowers they can see. This helps to develop children's knowledge of the natural world. However, at times, the childminder does not fully support children to explore their own interests in the natural world further. For example, when children become intrigued by the petals, they are encouraged to keep walking.
- Parents speak highly of the childminder and her co-childminder. They comment on the 'safe' and 'nurturing' environment and the emotional support they receive as a whole family. Parents particularly like how eager their children are to attend the setting and talk about the excellent communication they receive throughout the day. Overall, the childminder has good relationships with parents.
- The childminder and her co-childminder are currently completing a professional development course. They have identified areas of their practice to make ongoing improvements, such as incorporating more visual prompts to support children's understanding at the setting. This helps the childminder to keep her knowledge up to date and further support children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound knowledge of safeguarding. She has up-to-date safeguarding and paediatric first-aid training. The childminder ensures that children are safely supervised while in her care. She has a good understanding of the potential signs and symptoms of abuse and knows who to contact if she has any concerns, such as if a child displays any sudden changes in their behaviour. The childminder works closely with her co-childminder to ensure that the environment is suitable for children to use. She knows what to do if an allegation is made against herself, her co-childminder or any family member living in the setting.

What does the setting need to do to improve?

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

- strengthen the learning experiences even more to further support children's curiosity in the natural world.

Setting details

Unique reference number	EY305545
Local authority	Medway
Inspection number	10285621
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 3
Total number of places	6
Number of children on roll	20
Date of previous inspection	12 October 2017

Information about this early years setting

The childminder registered in 2005 and lives in Gillingham, Kent. She operates all year round from 7.30am to 6pm, Monday to Friday. The childminder has a relevant qualification at level 3. The childminder provides funded early education for three- and four-year-old children. She works with a co-childminder from her co-childminder's address.

Information about this inspection

Inspector

Jasmine Nelson

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 setting.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the 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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