

Childminder report

Inspection date: 26 September 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 organises a stimulating environment that is inviting and supports children to settle quickly. She has high expectations and plans effectively for children's next steps. She knows the children well and considers their needs and interests when planning learning experiences. For example, she sets out children's favourite toys and plans to extend learning during play.

The childminder provides a range of resources and activities to support children to learn about different cultures. For example, they make regular visits to the local community, such as the church, shops and post office. This helps children to learn about people and communities.

Children develop independence and self-regulation. The childminder is mindful that children may not wish to eat and sleep at the same times. She supports children to make decisions about their own personal needs. For example, they ask the childminder for their snack and lunch when they are hungry and inform her when they are tired and wish to go to bed. This supports their well-being. The childminder is a positive role model. She is polite and kind to children. This helps children know what is expected of them. Children behave well and treat each other with respect. They share and take turns appropriate for their age.

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

- The childminder provides children with an ambitious curriculum. She works with parents from the start to learn what children know and can do before they attend. She uses this information to create plans to move children forward in their learning. Regular assessments highlight the impact of her work. All children, including children with special educational needs and/or disabilities, make good progress in their learning.
- The childminder places a high priority on children's developing language. She uses every opportunity to have conversations and introduce new words. She is aware of how she positions herself, so children can clearly see her and hear what she is saying. This has a positive impact on children becoming confident communicators.
- Children have built good relationships with each other and the childminder. They ask to play games and patiently wait for their turn. The childminder supports children to help each other if they need extra help. This promotes children's social skills.
- The childminder uses reference books to demonstrate how children can gain information from them when learning. They use them to find facts about dinosaur names and habitats. However, the childminder does not regularly read books that help children to become absorbed in stories to support their

developing literacy.

- Children learn about nature and living things. The childminder supports children to become involved in events, such as national bee day. They also feed nuts to a squirrel that visits the garden. These opportunities support children to develop an understanding of the world around them.
- Children learn good mathematical skills. The childminder uses every opportunity to count and use positional language when playing. For example, she encourages children to count toy food and look at different sizes of dinosaurs. This gives children a good base for their next stage in learning.
- The childminder revisits past experiences. For example, she talks to children about magnet experiments and what they learned. Children excitedly talk about the magnets 'sticking to the fridge but not the paper.' This helps to reinforce previous learning.
- Partnership with parents is good. Parents report they are happy with the service the childminder offers. She sends daily photos and updates about children's progress. This keeps parents informed about what children are learning. The childminder shares ideas on how parents can continue their children's learning at home. This helps to provide consistency in learning between home and the childminding setting.
- The childminder reviews her practice on a regular basis. She reflects daily on what has been successful and makes changes to ensure that she continues to offer a high-quality learning environment. The childminder makes good use of her professional development. She has attended a number of courses that help her enhance her knowledge about child development.

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 opportunities for children to develop a love of books to support their language skills further.

Setting details

Unique reference number	EY362675
Local authority	Medway
Inspection number	10363790
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	2 to 12
Total number of places	6
Number of children on roll	7
Date of previous inspection	9 January 2019

Information about this early years setting

The childminder registered in 2007. She lives in Gillingham, Kent. The childminder offers care six days a week, from 7am to 8pm, for 46 weeks a year. She also offers overnight care. The childminder provides funded care and early education for two-, three- and four- year-old children. She holds an appropriate childminding qualification at level 3.

Information about this inspection

Inspector
Janine Scott

Inspection activities

- The childminder showed the inspector around the areas of her home used for childminding and discussed the risk assessments in place to minimise hazards.
- The childminder and the inspector discussed how the curriculum was planned and what the childminder wanted children to learn.
- Parents shared their views of the childminder with the inspector.
- The inspector looked at relevant documentation, including the childminder's paediatric first-aid certificate and suitability checks.
- Children communicated with the inspector during the inspection.

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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