

Childminder report

Inspection date: 18 June 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 has formed close, trusting relationships with the children in her care. For instance, children readily seek her out for reassurance and comfort when they become upset. She is very compassionate and calming in response to their emotional needs. She spends time with children exploring their feelings before they happily return to play with their friends. These close relationships reflect a positive culture, where children clearly demonstrate that they feel safe and secure.

Children make continued progress from their starting points. For example, the childminder ensures that she tracks children's progress closely across the areas of learning and development. This enables her to plan her teaching and activities around their developmental needs effectively. This ensures that children move forward in their learning and make consistent progress.

The childminder has high expectations for children's behaviour and conduct. Children know and understand the routines well. For instance, the childminder applies a consistent approach to her daily routines. Children know what is expected of them as they are given plenty of warning for changes in routine. They sit on the carpet beautifully and wait for the childminder to explain what is happening next. This has a positive impact on the development of children's characters, supporting their personal, social and emotional development particularly well.

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

- The childminder's curriculum is well planned and delivered around children's developmental next steps and current interests. Children benefit from meaningful learning experiences. For example, children recently learned about 'people that help us'. Their learning was successfully embedded. For example, during free play with a variety of small-world characters, children could be heard discussing how the 'lollypop person' helps them to cross the road. The childminder discussed this further with the children, who were able to recite the telephone numbers for the emergency services.
- The childminder generally plans her environment well to meet the needs of the children in her care, and teaching is strong overall. For instance, children are highly engaged as they explore freely with an array of resources that meet their needs well. However, on occasion, the outdoor environment is not as well planned to offer ambitious and challenging activities for children. For example, on occasion, children do not have enough opportunity to build on their physical skills and, at times, this impacts on their behaviour.
- Children have positive attitudes to their learning and display a 'can-do' attitude. For example, children are encouraged to be independent and try things for themselves from a young age, such as putting on their own shoes. When

children struggle, the childminder offers lots of praise and encouragement to support them to complete tasks at hand. Children say, 'I'm trying really hard' as they respond positively to the constant encouragement and guidance from the childminder. This has a positive impact on their self-esteem and personal development, as they are proud of their achievements.

- Children are well supported to develop a good understanding about their bodies and physical health. For instance, during mealtimes, the childminder discusses the contents of children's lunch boxes. They talk about why it is important to eat healthily and drink lots of water. Children confidently explain how they need to grow big and strong and help their brains grow by drinking lots of water. This impacts positively on their development.
- The childminder talks passionately about the service that she provides for the children and families in her care. For example, she understands the importance of sharing information with parents regularly. Parents receive regular updates about children's overall development. The childminder values the close relationships that she has established in her long-standing career. However, the childminder has not fully extended arrangements for involving all parents in their child's learning in the setting or supporting them to continue this at home, to ensure a highly consistent approach.

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:

- strengthen the planning of outdoor activities to offer children more ambitious and challenging experiences to support their physical skills
- enhance the arrangements for sharing information with parents to develop a more consistent approach to supporting children's next steps in learning at the setting and at home.

Setting details

Unique reference number	EY389614
Local authority	Medway
Inspection number	10347019
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 4
Total number of places	6
Number of children on roll	27
Date of previous inspection	10 August 2018

Information about this early years setting

The childminder registered in 2009 and lives in Rainham, Gillingham, Kent. She operates for most of the year, from 7am to 5pm, Monday to Friday. The childminder holds a relevant early years qualification at level 3. She provides funded early education for two-year-old children.

Information about this inspection

Inspector

Nicky Webb

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 provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and the children.

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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