

Childminder report

Inspection date: 27 April 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 show enthusiasm on arrival at the childminder's home. They take off their shoes and jackets, some independently, and others with the childminder's support. The childminder provides the children with opportunities to choose activities. Some children explore activities previously set up by the childminder, while others eagerly sit on the carpet to initiate a show-and-tell session. They confidently talk about the toys they bring in from home with the childminder and their peers. This helps to set a positive and a highly engaging tone for the day. It also enhances children's feelings of well-being and good behaviour.

The childminder's aim of enhancing children's confidence is visible throughout the day. When they walk their two well-loved dogs, children always help the childminder to choose where to go, such as to the beach or woods. On other days, the childminder takes the children to the local playgroup. These daily outings give the children opportunities to socialise with other children. This enhances their confidence, and it eases their transition on to the next phase of their lives, preparing them for life beyond the childminder's home.

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

- The childminder regularly reflects on her practice. She reviews necessary documentation, which helps in identifying children's starting points. She also reviews activities she provides for the children. This enables her to meet children's needs effectively.
- The childminder skilfully uses children's interests as a basis for planning activities. For instance, while going on walks, children share their interests with her. Such discussions often become their point of focus for extended periods of time. Children are then suitably engaged in such learning.
- The childminder encourages children to identify letters and signs, both within and outside her home. For instance, children confidently identify letters on number plates. They link these sounds with words that are familiar to them. This provides children with opportunities to develop their early reading skills.
- Children have access to a variety of activities that enhance their physical development. For instance, they all actively engage in the game, 'The floor is made of larva'. They follow music prompts while moving from one pillow to the next. They 'jump', 'tiptoe' and 'crawl' with one hand. This enhances children's coordination and the development of their core strength.
- The childminder uses all opportunities to incorporate rich language into children's daily experiences. For instance, the childminder demonstrates and describes what she is making for children when they play with play dough. Children successfully repeat her actions and words. This supports children's speech and language development. It also helps in developing their gross and

fine motor skills.

- Children engage in highly stimulating activities, which enhances imaginative play. For instance, the childminder hides items, like golden dinosaurs and gems, in the sand tray. She encourages children to dig and search until they find all the hidden items. This encourages children to persevere and keep trying until they succeed.
- The childminder encourages the children to think critically. For instance, she asks the children if they can remember the number of bags of sand they have in the sand tray. Children correctly say, 'three bags'. Such activities aid children's ability to recall past events successfully. It also helps to improve their reasoning and number skills.
- Children have a warm and strong relationship with the childminder. She regularly provides positive feedback to them. This enhances children's confidence in their abilities. It also encourages them to remain motivated and engaged.
- The childminder has a positive and trusting relationship with parents. However, she does not consistently liaise with parents to follow up on the outcome of important checks completed by other professionals on children. This impacts her ability to incorporate what they know into her own plans, to meet children's needs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding and knows how to implement safeguarding procedures. She is aware of the signs to look out for in the event of children experiencing any type of abuse. She also knows the relevant personnel to contact should she require further support. She has structures in place to meet the dietary requirements and allergic needs of children in her home. She regularly risk assesses her home and other outdoor areas that children access.

What does the setting need to do to improve?

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

- develop an effective information-sharing system with parents, which takes into account information from other professionals working with children.

Setting details

Unique reference number	EY410870
Local authority	Kent
Inspection number	10285514
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 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	9 October 2017

Information about this early years setting

The childminder registered in 2010 and lives in Whitstable, Kent. She provides her childminding service from Monday to Thursday, 7.30am to 6pm, for most of the year. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Toyin Aina

Inspection activities

- This is 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 spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the childminder.
- Parents shared their views of the childminder's provision with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder and the inspector discussed how she organises the early years provision, including the aims and rationale for their early years foundation stage curriculum.

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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