

Childminder report

Inspection date: 18 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 arrive at the childminder's home-from-home environment where they understand the routine and develop their independence. At the start of the day, children hang their belongings on a stand and immediately settle into their activities. Children have their own playroom in the conservatory and a wonderful outdoor area, which the childminder has carefully planned for the children to use. Children build good bonds with the childminder, who has a lovely, caring approach when talking to them, and children giggle happily as they play. For example, children enjoy talking and laughing with the childminder while they play with the cars and cranes.

Children engage in the wide variety of resources available to them and are very well behaved. The childminder plans rich and exciting experiences for children and uses the nearby woods and park to enhance children's learning. For example, children explore the sound of the leaves crunching and use the logs to build a see-saw. The outdoor area is a firm favourite with the children, and they can use areas, such as the herb garden, to learn about how plants grow and learn new vocabulary. Children enjoy developing their physical skills, for example through using tweezers and beads inside and building with crates in the garden.

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

- The childminder is reflective about the environment and puts a great deal of thought into how children learn and what their current needs are. She is passionate about what interests children have and how she can build this into their play. Children have their own playroom within the house and can ask for the toys they want to play with.
- Partnership with parents is extremely good. Parents speak highly of the childminder and talk about how happy their children are when attending. Parents are very happy with communication. They receive daily photos linking to the areas of learning and frequent updates about their child's progress.
- The childminder understands the importance of songs, rhymes and reading to develop children's communication and language. Children enjoy reading with the childminder in the outdoor 'reading tent', where they can read a variety of books. The childminder extends children's understanding through asking questions as she reads. Children learn new vocabulary throughout the day, as they play, through the childminder seeking opportunities to teach children new words.
- Overall, the childminder plans and sequences a varied curriculum for the children. However, currently, the childminder plans broad steps for the children and does not create next steps that are smaller and more precise, to enable children to achieve, practise and reinforce their learning even more effectively.

- The childminder ensures her skills and knowledge are kept up to date, such as through ongoing training and attending courses. For example, the children were very interested in learning outdoors, so the childminder completed a course to reflect this interest and support age-appropriate risk taking.
- Children with special educational needs are identified by the childminder and supported from an early stage. The childminder works well with parents and other settings to ensure that everyone is working together and follows the same approach. When new children join, the childminder ensures she has a good understanding of children's starting points through observations and discussions with parents.
- Children have several opportunities to explore the world around them and celebrate other cultures and communities. The childminder teaches children about celebrations around the world but also has resources available throughout the year. For example, the play kitchen has different food and equipment from other countries for children to use.
- The childminder supports children with their mathematical language and understanding through fun and exciting activities. For example, children play with different-size containers, where they enjoy pouring coloured liquid as the childminder teaches them words such as 'full' and 'empty'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibility to keep children safe from harm, what the signs and symptoms of abuse might be and what steps to take if she has a concern. She demonstrates a secure awareness of safeguarding scenarios and regularly completes online training to ensure her knowledge is refreshed and she stays current with any new issues. The childminder makes sure her home is safe for the children that attend, reflects on the environment she provides and makes ongoing risk assessments appropriate to the age of the children present.

What does the setting need to do to improve?

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

- identify more precisely what children already know and the knowledge and skills they need to learn next, to better inform planning and their developmental progress.

Setting details

Unique reference number	EY427905
Local authority	Medway
Inspection number	10285625
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	3 to 8
Total number of places	8
Number of children on roll	8
Date of previous inspection	12 October 2017

Information about this early years setting

The childminder registered in 2011. She lives in Gillingham in Kent and operates from 7.30am to 5.30pm, Monday to Thursday, all year round.

Information about this inspection

Inspector
Jade Mellin

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 provision.
- The childminder and the inspector completed a learning walk together and discussed the early years curriculum.
- The childminder and inspector carried out a joint observation of an activity outside.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector observed the interactions between the childminder and children and the impact on their learning.

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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