

Childminder report

Inspection date: 28 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 created a home-from-home atmosphere. She is nurturing and calming in her approach to caring for children. For instance, she compassionately rocks and comforts children to sleep when they become tired. They clearly demonstrate that they feel safe and secure at her home. Children soon settle down as they are soothed and clearly thrive in the comfort that they receive from the childminder.

The childminder has high expectations for children's behaviour and conduct. They have a clear understanding of her house rules. This is reflected well in their positive behaviour. For example, when they are asked to go and wash their hands ready for mealtimes they respond positively to the childminder's request. Children learn how to be polite and courteous to one another, creating a positive and respectful culture.

Children progress well from their starting points. The childminder completes assessments, alongside parents, when children first start with her. This enables her to plan effectively for children's learning and development from the outset. This also helps to provide continuity to the education and care that children receive between their home and the childminding setting.

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

- The childminder's curriculum is well planned to meet the needs of the children in her care. For example, she regularly tracks children's development across all areas of learning and development and includes their current interests well. Children thoroughly enjoy exploring play dough that they make with the childminder. They use different tools with confidence and can be heard correctly counting and naming shapes. This supports their early mathematical skills well.
- The childminder generally supports children's early communication skills well and teaching is strong. For instance, children enjoy sharing stories and singing nursery rhymes together. Nonetheless, the childminder is not fully consistent in her aims to teach children new vocabulary.
- Children behave well during their time with the childminder. Overall, the childminder supports children's behaviour well. For example, they share and take turns as they play together and receive lots of praise from the childminder, who is a positive role model. When children struggle to share, the childminder quickly intervenes and re-engages them in positive behaviour. However, she does not always support children consistently to learn to understand their emotions or how their behaviour impacts on others, particularly with younger children.
- The arrangements to promote children's independence are good. For instance, from a young age, children are encouraged to wipe their own noses and they

place their tissues in the bin. They independently wash their own hands before mealtimes and self-serve their own snacks. Children make steady progress during toilet training as they become increasingly independent and learn to understand their bodies. This has a positive impact on the development of their characters and their self-esteem. Children are ready for their next stage in learning.

- Parent partnerships are strong and valued by the childminder. For example, she regularly shares information with them in a variety of ways to ensure they are involved in their children's learning. Parents share consistently positive reviews about their children's good progress across all areas of learning and development. This has a positive impact on the outcomes for all children.
- The childminder's home is safe and secure. For instance, she completes daily risk assessments to ensure her home is safe and secure. The childminder has implemented a robust fire risk assessment policy, which she reviews regularly.

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:

- provide more consistent support for children to develop their communication and language
- enhance the support for children to understand their emotions and feelings and how this impact on others.

Setting details

Unique reference number	EY432302
Local authority	Kent
Inspection number	10351020
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	0 to 5
Total number of places	6
Number of children on roll	5
Date of previous inspection	27 September 2018

Information about this early years setting

The childminder registered in 2011. She lives in Northfleet, Gravesend. The childminding service is open Monday to Friday from 8am to 6pm, all year round. The childminder receives funding to provide free early education for children aged two, three and four years.

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 showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.

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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