

Childminder report

Inspection date: 2 March 2020

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 are confident, feel safe and are keen to learn. They enjoy playing in this safe home-from-home environment. Toy boxes are easily accessible to children so that they can see what is inside and can independently select what they want to play with. Children have regular access to a large garden where they develop their physical skills. They have very strong relationships with the caring childminder, who skilfully joins them in their play. She assesses their progress and extends their learning as they pursue their own interests.

The childminder supports children's language and communication skills very well. Through her interactions with the children, she builds on their speech and language, helping them to broaden their vocabulary. Young children communicate effectively and respond eagerly to simple questions and instructions.

Children use their imagination well. They delight in pretending to run a food shop and recall their recent experiences shopping with the childminder, such as paying, receiving change and packing the shopping bags. Children have an array of opportunities to play with other children who are similar in age. They visit local playgroups and soft-play sessions, which helps to develop their social skills. This also helps them to develop an understanding and respect for those who are different from themselves.

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

- The childminder regularly observes and assesses children's abilities through play and uses the information to identify their future learning needs. She plans activities which take these into account. However, she has not yet been successful in building close partnership working with other settings that children attend, to ensure a consistent approach to learning.
- The childminder knows the children well and provides a variety of activities that are based on their interests and stage of development. She adapts activities effectively to meet the learning needs and abilities of the different children involved. For example, she challenges older children to consider what colours they can create by mixing the paint, and encourages younger children to give meaning to the marks that they make. Overall, children really enjoy the opportunities they have to be creative.
- The childminder places a strong emphasis on children's well-being. Children enjoy regular fresh air and exercise in the garden, the local park and on their daily walks to the local primary school. The childminder promotes healthy eating. Children often help her to prepare a fresh, nutritious meal each day. For instance, at lunchtime, children enjoy spreading butter on bread as they make their own sandwich. This also supports their development of self-help and

independence skills.

- Children behave very well for their age. The childminder uses positive strategies for behaviour management to teach them about expected behaviour and to help them learn how to manage their own feelings and behaviour. Children learn to be kind to each other, to share and to take turns. The childminder teaches consistent routines and boundaries. For example, children busily join in with tidying toys away before they begin another activity.
- The childminder encourages children to develop their mathematical skills through all activities and routines. Children count within activities. They can select the correct shapes when asked and explore concepts such as size. Children respond positively to the childminder, who consistently praises them when they try and for their achievements. This encourages them to develop their concentration skills and builds their self-esteem.
- The childminder regularly reflects on her practice and the experiences she provides for children. She keeps her knowledge up to date through attending regular training and network meetings with other childminders. She uses knowledge gained from training to influence her practice.
- Parents are very complimentary of the childminder. They say that their children are very happy, behave well and know what is expected of them while in the childminder's care. They enjoy the good level of communication and compliment the childminder's loving, caring manner. Although the childminder works very well with parents overall, there is less emphasis on their involvement in the evaluation of the childminder's practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge updated regularly through attending training courses. She can confidently identify the signs and symptoms that may indicate that a child is at risk of harm. She keeps well informed of her local safeguarding procedures and knows who to contact if she has any concerns. She ensures children are continuously supervised while in her care and completes risk assessments of the learning environments to identify and eliminate any potential risks.

What does the setting need to do to improve?

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

- enhance systems for engaging with other early years settings children attend, to further support children to make the best progress
- strengthen ways to engage parents in evaluating the childminder's provision in order to make relevant enhancements and improve outcomes for children.

Setting details

Unique reference number	EY444823
Local authority	Medway
Inspection number	10075146
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	1 to 10
Total number of places	5
Number of children on roll	17
Date of previous inspection	18 May 2016

Information about this early years setting

The childminder registered in 2012 and lives in Gillingham, Kent. She operates from Monday to Friday all year round.

Information about this inspection

Inspector

Kimberley Luckham

Inspection activities

- The inspector had a tour of the premises with the childminder and discussed how the early years provision and curriculum are organised.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder about children's achievements and looked at relevant documents, including evidence of the suitability of persons living in the household.
- The inspector took account of the views of parents from their written statements provided for 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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