

# Childminder report

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Inspection date: 12 September 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 happy and settled in the warm and homely environment created by the nurturing childminder. They respond positively to the fair and consistent boundaries she has in place to keep them safe. Children are mostly well behaved, listen carefully and follow instructions well. They are talkative, friendly, polite and sociable as they learn to play alongside one another.

Children are successfully supported to share and take turns and to respect each other's feelings. They confidently ask for help and support with their personal needs, such as toileting, or to change activities, for example finding play dough or stickers. They show delight and pride in their achievements, such as when they complete a jigsaw puzzle.

Children are constantly busy as they try out new ideas and practise what they already know. The childminder has high expectations for raising children's skills, particularly in speech and language, so that children are ready for their future learning, including school. She plans a suitable curriculum that keeps children self-motivated and engaged in a broad range of toys and activities throughout the day. The childminder communicates well with parents and other settings children attend to help maintain consistency in their care. Routines are flexible to accommodate children's play, care needs and emotional needs. Consequently, children are relaxed and able to become absorbed in their play.

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

- The childminder knows children well and plans engaging and stimulating activities to support their learning. She notices their achievements and also any significant differences in their learning. She knows how to seek support and put interventions in place to stop children falling behind their peers. Although children are motivated to learn, she does not use their current interests to provide greater challenges and to extend the skills of more-able children effectively.
- The childminder reflects on her practice and seeks the views of parents to help her make improvements to her teaching and environment. She has regular contact with other professionals where she can exchange ideas, improve her knowledge and update her skills.
- Children listen carefully to familiar stories. The childminder reads with expression and engages the children's interest well using props and pictures. Children are keen to share their thoughts and help retell the story. For example, they recall the order and names of foods and repeat new words.
- The childminder is a good role model for children's positive behaviour. Any challenging behaviours are dealt with calmly, consistently and appropriately,

according to the age of the children.

- Parents praise the childminder's 'home-from-home' environment. They know what their children are doing every day and how they can become further involved. For example, the childminder gives them information about their children's learning to help them better support this at home.
- Children confidently practise their physical skills. They push themselves on scooters, play skittles and draw recognisable pictures with chalks and pencils. The childminder provides daily opportunities for them to enjoy fresh air and exercise. For instance, they visit the local playground when they go to meet older children from school.
- Children learn key skills to enhance communication and language. They take turns when speaking by carefully listening to each other. The childminder supports this by joining in conversations and asking children questions to further explore their thoughts and ideas.
- The childminder uses naturally occurring opportunities to teach mathematical concepts, such as shape and colour. Older children competently count to 10 and recognise numbers she has hidden inside and outdoors.
- Children begin to learn about the world and the natural environment. For instance, they match postcards from around the world to relevant countries on a map. They enjoy picking tomatoes and digging up potatoes they have grown. Children regularly visit the library and local groups, although activities to support their knowledge of others beyond their own community and cultures are limited.
- The childminder is quick to praise children's efforts and perseverance, for example, when she sees them practising new skills such as writing or recognising letters and numbers. Children naturally share their excitement and pleasure with her.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder continues to update her child protection training and knows about recent changes to the local authority's safeguarding procedures. She knows what to look for and what to do if she is concerned about the welfare of a child. She shares her safeguarding policy with parents before children start in the setting. She has a good knowledge of wider safeguarding issues, such as the 'Prevent' duty. She creates a safe environment where children are not afraid to express themselves or share their views.

## What does the setting need to do to improve?

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

- make better use of information gained about what children already know and their interests to plan more challenging activities, particularly for those children

who are more capable, to further extend their skills and knowledge

- provide more opportunities and activities for children to learn about differences and similarities between people, cultures and faiths beyond their own experience and community.

## Setting details

<b>Unique reference number</b>	126539
<b>Local authority</b>	Kent
<b>Inspection number</b>	10063731
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	2 to 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	5 November 2015

## Information about this early years setting

The childminder registered in 1990 and lives in Snodland, Kent. She cares for children on weekdays between the hours of 7.30am and 4.30pm, all year.

## Information about this inspection

### Inspector

Alison Martin

### Inspection activities

- The inspector viewed all areas of the house where children play, eat and sleep.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector spoke with the childminder about the intended curriculum for children on a learning walk around the setting.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector took parents' views into account by reading their written comments.
- The inspector viewed a range of documentation, including children's records, policies and procedures.

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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