

# Childminder report

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Inspection date: 18 September 2019

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<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**

The childminder is kind and caring. She provides a warm, nurturing environment for children to play and learn in. Children and babies form strong bonds with the childminder. They are happy and enjoy the experiences they are offered in the childminder's home. The childminder praises children and babies and celebrates their achievements during play, which helps to boost their self-esteem and confidence. She encourages their good behaviour well. For example, she reminds children to share, take turns and play alongside each other respectfully. Children display very good manners. Children engage in discussions about healthy food choices and this helps to enhance their understanding and awareness of healthy eating. The childminder takes children on local outings, for example, to the park and library. Children's balance and coordination are challenged effectively and this helps to build on their physical skills. Children develop a good understanding of diversity beyond their immediate family. For example, the environment has positive cultural images and a variety of books in different languages, for the children to explore.

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

- The childminder observes and assesses the progress of children and babies, and planning for their future learning is based on her good knowledge of what they already know and can do.
- The childminder seeks information from parents about things they do with their children at home, to incorporate into her planning. This helps to enthuse children. For example, children's interests are enhanced in small-world and role-play opportunities. The childminder sits and plays alongside children and joins in their games. She skilfully supports babies to stand at activities, successfully increasing the strength in their legs to support their physical skills. Children are challenged effectively to consider the differences in characteristics of the range of role-play figures and make connections to people they know.
- The childminder places a strong focus on developing children's communication and language skills. She talks to them constantly and asks them questions to encourage their learning. She emphasises new words such as 'beard', 'glasses' and 'tall' within her conversations to help children pronounce these correctly. This helps to enhance children's understanding and speaking skills.
- The childminder enhances children's mathematical skills effectively. For instance, she encourages children to count, as well as consider sizes and recognise numbers within their play and learning experiences.
- The childminder is highly effective at adapting her interactions and activities to successfully include and motivate the different ages and abilities of the children attending.
- Children acquire a good range of key skills in preparation for the next stage in

their development and their move to school. They take an active part in their own self-care, such as washing their hands before enjoying healthy meals.

- The childminder values the importance of developing children's early reading skills. Children and babies love stories and older children are excited to identify some written letters from their own name in preparation for early literacy.
- Parents value the bonds the childminder has with their children. They work together to provide consistent and good-quality care and early education for children. Although the childminder works well with parents overall, there is less emphasis on their involvement in the evaluation of the childminder's practice.
- Children and babies benefit from age-appropriate physical challenges, such as tunnels, climbing equipment and push-along toys. This helps to develop their balance and coordination skills. However, opportunities for younger children to make independent choices following their interests are not fully effective.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder ensures that her safeguarding knowledge is current, for example, through completing training. She is aware of the signs of abuse and neglect and her duty to prevent children being drawn into situations that put them at risk. She knows the local referral procedures to follow if she is concerned about a child. She identifies any risk in the environment effectively and promptly addresses these to enable children to play safely.

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

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

- strengthen ways to engage parents in evaluating the childminder's provision in order to make relevant enhancements and improve outcomes for children
- enhance opportunities for younger children to make independent choices, following their own interests.

## Setting details

<b>Unique reference number</b>	126471
<b>Local authority</b>	Kent
<b>Inspection number</b>	10063728
<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>	0 to 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	3 November 2015

## Information about this early years setting

The childminder registered in 1992 and lives in Maidstone, Kent. She offers care all day on Monday to Friday, all year round.

## Information about this inspection

### Inspector

Kimberley Luckham

### Inspection activities

- The inspector observed children during their play and learning experiences.
- The inspector observed children and the childminder interacting and discussed children's learning and development.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector looked at children's records and evidence of the suitability of the childminder.
- The inspector reviewed written feedback from parents of the children attending.

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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