

Childminder report

Inspection date: 25 September 2019

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children do well and feel safe in this inclusive setting. They enjoy the varied activities on offer. The curriculum is based on children's needs and interests and builds on their existing achievements. Children are confident and freely choose resources for their play. They put hoops on the floor to jump in and out of, giggling as they do so. Children respond to the childminder's high expectations with positive attitudes. They enjoy listening to stories and excitedly point out which fish looked grumpy. The childminder does not always extend children's learning fully. For example, she misses some opportunities to help children identify colours. The childminder helps children to recognise their feelings. For instance, she links the feelings of the fish in the story to how children feel at different times. She supports children's communication and language effectively. For example, she repeats words and phrases back to children clearly and helps them to recognise rhymes. Children are well prepared for school. They develop early writing skills as they make marks in modelling dough before rolling it into balls. The childminder is a good role model. She helps children to understand right from wrong as she gently explains why we do not throw toys on the floor. Children behave well.

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

- The childminder has high expectations for children, including those with special educational needs and/or disabilities. She recognises that, occasionally, she does not extend and challenge children in their learning. For instance, some opportunities to help children increase their understanding of mathematical language are missed.
- Activities are well planned across different areas and this helps children to learn as they play. Resources are easily accessed by children. The childminder regularly checks children's learning and uses this information, as well as her knowledge of children's interests, to plan future activities. For example, children learn to play collaboratively and take turns as they build a sandcastle together, each putting in a spadeful of sand and then jointly deciding where the castle should go.
- The childminder is a good role model and she has high expectations of children's behaviour. For instance, she ensures that children understand and follow routines such as washing hands before meals.
- There are highly positive relationships between the childminder and the children. The childminder knows the children well and this helps her to meet their needs. At mealtimes, children sit together and chat about their experiences and this helps to support their social skills. They benefit from a varied and nutritious diet.
- Children's physical health is developed effectively. The childminder takes children to the park and to the woodlands where they can enjoy the fresh air as they run, climb and explore the natural world. Children also benefit from

opportunities to ride wheeled toys in the garden, as well as sand and water play. Children laugh excitedly as they play their game of making puddles on the floor and jumping in them to make big splashes.

- The childminder ensures that she undertakes regular training to keep her knowledge up to date. For instance, she has recently researched particular aspects of special educational needs to help her meet the needs of children.
- The childminder observes the practice of her assistant regularly and provides feedback. This helps her to identify training needs. She makes sure that her assistant has a manageable work/life balance. However, although she completes all suitability checks for her assistant, not all aspects of recruitment procedures are robust. For example, references are not always taken up.
- Communication with parents is regular. Parents benefit from regular updates about their children's learning activities. They are able to contribute to their children's assessments and make comments about their progress.
- Where the childminder shares the care of children with another setting, including school, she ensures that she communicates regularly with the staff about children's learning, progress and daily routines. This helps to support a consistency of care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the signs and symptoms of abuse, including those that may indicate a child is at risk of radicalisation. She knows how to identify and report her concerns. She understands the need to make children aware of how to keep safe when using technology. The childminder ensures that her knowledge, and that of her assistant, is current. She recognises that her recruitment procedures are not consistently robust. For instance, she does not consistently take up references.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
review and strengthen existing recruitment procedures to ensure they are fit for purpose, such as ensuring references are always obtained.	04/11/2019

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

- ensure that children's learning is consistently extended and challenged.

Setting details

Unique reference number	EY443490
Local authority	Kent
Inspection number	10108807
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 8
Total number of places	6
Number of children on roll	11
Date of previous inspection	23 October 2012

Information about this early years setting

The childminder registered in 2012. She lives in Tonbridge, Kent. The childminder provides care for children from Monday to Thursday from 7.30am to 6.30pm. She has an appropriate qualification in childminding and works with an assistant on two days each week. The childminder provides funded places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jill Thewlis

Inspection activities

- The childminder and the inspector conducted a learning walk of the parts of the premises used for childminding. The childminder explained how she organised her provision to meet the needs of the children.
- The inspector observed the childminder interacting with children and discussed her practice.
- Documents, including those relating to staff suitability and their training, were reviewed.
- Discussions were held between the childminder and the inspector about children's learning and progress, together with arrangements for safeguarding children.

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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