

# Childminder report

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Inspection date: 10 October 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 settle quickly. They develop close relationships with the childminder and her two assistants, who support their health and well-being effectively. Children feel safe and secure in the childminder's home. The childminder and her assistants are qualified. They work well together and this joint approach has a positive impact on the children. For example, they use consistent strategies to teach children good social skills and how to behave well. Parents are very happy with the service they receive and comment that the childminder provides a homely, nurturing environment.

The childminder creates a very inviting environment for children. She knows children well and joins in their play. The childminder engages children in meaningful conversations to extend their communication skills. However, at times she does not leave enough time for children to think and reply to her questions.

The childminder has high expectations for all children and helps build on their knowledge and skills. She decides on some learning intentions to teach children about colour. Children show they are motivated to learn. For instance, older children confidently explore what happens when different-coloured paints are mixed together. Younger children make handprints and enjoy the physical and sensory experience of paint on their hands. However, assistants sometimes miss opportunities for children to learn to do things by themselves so that they can become even more independent.

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

- The childminder makes good use of supervision to provide her assistants with regular feedback on their performance. She pays good attention to their ongoing professional development and supports them well. For example, they attend training and develop their knowledge further about how children learn through play to improve outcomes for children. However, the childminder sometimes provides the answers to her questions, instead of letting children think for themselves.
- The childminder and her assistants work effectively with parents and other professionals to provide consistency of care and learning. This means that all children, including those with some additional needs, receive the help they need to enable them to make good progress from their starting points.
- Parents report favourably about the childminder's service and would recommend the provision to others. They appreciate the commitment of the childminder and her assistants in supporting their children's learning. The childminder regularly evaluates the best way to communicate with parents to collect their views. Parents comment that they enjoy receiving a daily report on their mobile phone

to help to support their child's learning at home.

- Children of all ages have access to a good variety of books and easily accessible writing materials, indoors and outdoors, to develop their early literacy skills. For example, they make marks with crayons on lining paper stuck to a table and with chalks on a black tray outside, learning the skills they need for school. Although children have free choice over the activities they chose, assistants occasionally do not fully foster their growing independence during daily routines. For example, they put children's coats and boots on for them when going outside, and their aprons when they are painting.
- The childminder and her assistants help all children to develop their mathematical skills. Older children have regular opportunities to count objects during daily activities and recognise numbers in the environment. The childminder and her assistants develop younger children's awareness of number names through enjoyable action rhymes and songs.
- The childminder promotes children's good health and their understanding of healthy lifestyles. She provides children with nutritious meals and they enjoy regular physical exercise on outings to the local parks. Children learn about the community in which they live, which helps them to develop an awareness of the similarities and differences among people.
- The childminder makes good use of her garden, which benefits those children who prefer to learn outside. She provides a wide range of high-quality resources to help children to develop, in particular, their large-muscle skills. The childminder makes the most of spontaneous opportunities to teach children about the natural world. For example, they stop to listen to the sounds of birds in the trees and horses on the lane as they walk along a woodland trail in the garden.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant understand their responsibilities to promote children's welfare. They have good knowledge of how to recognise and report any child protection concerns. The childminder sends her assistants on safeguarding training and other training to learn about wider safeguarding issues, such as radicalisation and exploitation, to keep children safe. She maintains her documentation and keeps accurate attendance records. The childminder follows her recruitment procedures to ensure the people she employs are suitable to work with children. She risk assesses her home to minimise potential risks to children and talks to them about keeping safe when out and about.

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

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

- allow children time to respond to questions in order to develop their thinking skills further
- increase opportunities for children to develop their independence skills in order to manage some tasks for themselves.

## Setting details

<b>Unique reference number</b>	EY456929
<b>Local authority</b>	Kent
<b>Inspection number</b>	10061963
<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 7
<b>Total number of places</b>	17
<b>Number of children on roll</b>	20
<b>Date of previous inspection</b>	21 March 2016

## Information about this early years setting

The childminder registered in 2013 and lives in Orpington, Kent. She operates from Monday to Friday all year round, except for bank holidays and family holidays. The childminder employs two assistants, who both hold childcare qualifications at level 3. The childminder provides funded early education for two-, three- and four-year-old children. She has a childcare qualification at level 3.

## Information about this inspection

### Inspector

Jane Winnan

### Inspection activities

- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector observed mealtimes and personal hygiene routines, including nappy changing procedures.
- The inspector carried out a joint observation of an activity with the childminder and one of her assistants.
- The inspector spoke to a parent and took account of the written feedback provided.
- The inspector checked evidence of staff suitability, including their qualifications, recruitment checks and paediatric first-aid training.

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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