

# Childminder report

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Inspection date: 18 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>Outstanding</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 enjoy their time with the childminder, and they are extremely happy and fascinated in their learning. All children gain good mathematical skills. For instance, they confidently count as they play and engage in measuring, such as when they explore rice play using a variety of sized containers. The childminder builds on children's interests. For instance, she captures children's interests and takes them on visits to places of interest, such as castles to learn about kings and knights. Children have a good understanding of similarities and differences between themselves and others. They learn about festivals from other cultures, such as by making lanterns when learning about Diwali. Children learn about other traditions, such as using chopsticks to eat food. They gain a good understanding of the importance of healthy eating. For example, they enjoy harvesting their own healthy produce, such as tomatoes and raspberries. Children have good opportunities to explore and investigate the natural world. For instance, they enjoy looking at nature and bugs up close with magnifying glasses and binoculars. The childminder uses the additional funding she receives effectively.

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

- The childminder establishes positive relationships with parents and keeps them involved in their children's learning. For example, she encourages them to regularly share achievements from home.
- The childminder gets to know children's individual personalities and care routines incredibly well. Children have an excellent sense of belonging and exceptional well-being and self-motivation. They are extremely curious, and they are enthralled by their learning experiences.
- Children have good opportunities to develop and challenge their physical skills. For instance, they explore larger climbing and balancing equipment at regular trips to parks. Children enjoy learning about different ways that they can move in regular musical movement classes.
- Children communicate their ideas confidently. However, the childminder and her assistants do not consistently ask thought-provoking questions to extend their thinking and speaking skills even further.
- The childminder establishes positive partnerships with staff at settings children also attend. For instance, she routinely shares children's achievements and next steps in their learning. This helps provide children with a good, consistent approach to their shared care and learning.
- The childminder and her assistants are excellent role models. Children's behaviour is impeccable, they are exceptionally polite, and their attitudes are incredibly positive. Children show excellent levels of empathy and kindness, such as hugging and reassuring younger children. They are enthusiastic to help each other complete tasks and listen to and respect each other's ideas intently.

- The childminder has a good knowledge of the curriculum. However, the childminder does not make the most out of ways to encourage children to freely express themselves and their ideas to be even more creative. The childminder provides children with the skills they need to succeed and be prepared for their future learning. All children, including those who speak English as an additional language, make good progress.
- The childminder works closely with assistants. She monitors the quality of care and teaching they provide. For example, she observes them daily and provides them with helpful verbal feedback to support their future practice. The childminder and assistants effectively self-evaluate their practice together. They reflect at the end of each day how well they engaged children in their learning. They use their discussion to enhance their future activity plans. The childminder keeps up to date with new early years information and attends training beneficial to her practice. She motivates the assistants to do this also and they show commitment to continuing their own professional development. For instance, they have learned about the different ways to support children to learn about other cultures and ensure that practice is inclusive and diverse.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a good knowledge and understanding of the safeguarding and child protection policies and procedures to follow to help protect children's safety and welfare. They know who to contact to seek additional advice and raise or follow up concerns. The childminder teaches children how to remain safe. For instance, when they visit the lake, they talk about the rules of how to remain safe around water. The childminder routinely carries out thorough risk assessments to ensure that all resources and learning environments are safe and secure. This includes trips and outings.

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

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

- build on children's opportunities to explore different ways to be creative and express themselves more freely
- extend children's opportunities to expand on their vocabulary and communicate their ideas more consistently.

## Setting details

<b>Unique reference number</b>	EY418304
<b>Local authority</b>	Kent
<b>Inspection number</b>	10074640
<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 8
<b>Total number of places</b>	16
<b>Number of children on roll</b>	19
<b>Date of previous inspection</b>	8 June 2016

## Information about this early years setting

The childminder registered in 2011. She is located in Aylesford, Kent. She works with closely with an assistant and an apprentice. The childminder cares for children on Tuesday to Friday from 7am until 6.30pm, all year round.

## Information about this inspection

### Inspector

Kelly Hawkins

### Inspection activities

- The inspector carried out a learning walk with the childminder, discussing the curriculum she provides for the children. The inspector viewed the areas of the childminder's home that children use.
- The inspector observed the childminder interacting and communicating with the children.
- The inspector sampled written documentation, such as the childminder's qualifications, paediatric first-aid certificates and safeguarding policies and procedures, including those for her assistant and apprentice.
- The inspector spoke to children and the childminder at convenient times and viewed feedback from parents.

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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