

Childminder report

Inspection date: 4 November 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	Good
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What is it like to attend this early years setting?

The provision is good

Children develop strong bonds with the warm and nurturing childminder. Secure settling-in arrangements support children to settle quickly into her home. The childminder works closely with parents to develop a strong understanding of children's individual needs. This helps children to feel safe and secure. The childminder is attentive to children's personal care needs and responds sensitively in her interactions. Children's behaviour is very good. The childminder is a good role model and children are visibly happy in her care. Children look to her for reassurance when they are unsure and are keen to share their learning and play. Children are encouraged to become independent learners. The childminder plans activities based on children's interests, which helps them to develop their concentration. Children develop confidence in making choices about their play and are keen to select toys from the wide range of natural resources. For instance, they eagerly collect the wooden dinosaurs and examine the 'bones' and point out their 'long tails'. They delight in finding dinosaurs in the corresponding books to show the childminder.

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

- The childminder supports children's learning and development well. Arrangements for the observation, assessment and monitoring of children's development are secure. Children make good progress from their starting points and the childminder uses her good understanding of children's development to plan age-appropriate next steps to support their learning.
- Children develop good early language and communication skills. They demonstrate a keen interest in books and are eager to look at the pictures as they share stories together. The childminder consistently models vocabulary for different pictures which children are keen to copy. This develops their knowledge and understanding.
- The childminder promotes children's early writing and literacy skills well. Children confidently use tools, including sponges and brushes, to make marks, and talk excitedly about their pictures. For instance, they point out the 'sun' as they draw circles. Children have good coordination and control. They listen carefully to instructions and concentrate for sustained lengths of time.
- The childminder provides a welcoming environment where children are treated with kindness and respect. She offers consistent praise and encouragement, which helps children to understand the expectations and raises their self-esteem. Children develop strong relationships with one another.
- The childminder regularly evaluates her service. For instance, she uses her observations of children's play and development to identify ways to develop her service. Since the last inspection, she has increased the range of natural toys and resources available for children and expanded the equipment in the garden

to support children's opportunities for sensory learning. However, she has identified that there is scope for her to extend her professional development to develop her knowledge to an even higher level.

- Parent partnerships are effective. Parents receive detailed feedback about their children's care routines and progress across the seven areas of learning, including a daily diary and photographs. Parents speak highly of the service and the good support that they receive. They praise the communication that they receive about their children.
- Sometimes, the childminder misses opportunities that arise to extend children's knowledge and understanding of mathematical language, such as shape and measure, to support them to make even better progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder talks confidently about the signs and symptoms that indicate a child is at risk of abuse, neglect or being drawn into extreme ideas or behaviours. She attends regular training to ensure that her knowledge is up to date. She has suitable procedures in place and knows the steps that she must follow if she has a concern about a child's safety or well-being.

What does the setting need to do to improve?

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

- develop opportunities to extend children's learning and understanding of numbers and mathematical language
- plan further ongoing professional development opportunities, to raise the quality of practice to the highest level.

Setting details

Unique reference number	EY400025
Local authority	Kent
Inspection number	10074331
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 2
Total number of places	6
Number of children on roll	5
Date of previous inspection	5 February 2016

Information about this early years setting

The childminder registered in 2009. She lives in Edenbridge, Kent. The childminder operates her service Monday to Friday, from 8am to 6pm, all year round. She receives funding to provide free early education for children aged two, three and four years. She works with a co-childminder.

Information about this inspection

Inspector

Nicola Edwards

Inspection activities

- The inspector undertook a learning walk and discussed how the childminder organises her curriculum.
- The inspector talked with the childminder and children at appropriate times during the inspection.
- The inspector observed the quality of teaching during activities and assessed the impact it has on children's learning.
- The inspector spoke with parents to gain their views.
- The inspector looked at relevant documentation and checked evidence of the suitability of the childminder.

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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