

# Childminder report

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Inspection date: 3 December 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 provides a warm and caring setting for children. Children are settled and secure as they play and learn. Children are inquisitive and persevere to achieve their chosen goal. For instance, they put different-shaped bricks together and concentrate well to twist the bricks into place.

The childminder builds close relationships with children and is attentive to their individual needs. Children enjoy the opportunity to build relationships with other children outside the childminder's setting. For example, the childminder networks with other childminders to give children time with other children in joint activities and on outings in the community. Children explore different toys and the childminder shares activity ideas to develop her knowledge.

The childminder understands how to support children's behaviour effectively. She works with parents to learn how children prefer to be best comforted and positively helps children to understand each other's needs. Children respond well and behave well in her care. The childminder introduces counting, colours and new ideas as children play. For example, children's faces light up with excitement as they push cars down a long tube. The childminder talks to them about the details of the cars and children excitedly push more cars through the tube again.

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

- The childminder has a strong focus on evaluating her setting. She attends courses to help develop her knowledge and skills. She applies what she has learnt to her practice effectively, to help her broaden the curriculum she provides for children. For example, she recently attended a cooking course with children that helped to demonstrate the children's skills and independence in the kitchen. As a result, she has applied the same learning opportunities in her setting and observed children's growing confidence in their own abilities.
- The childminder knows children very well. She plans her environment based on her knowledge of their interests and levels of development. Children move around freely and with ease. They actively engage with activities and show high levels of engagement as they learn. For example, children eagerly explore the musical till. They press the buttons to make the lights come on and smile as the music starts to play.
- Children receive good support to develop their communication and language. The childminder enthusiastically talks to children as they play and role models a good range of words. She helps young children to engage in singing and action songs to help build their knowledge. The childminder takes children to local singing groups to extend their interest and skills further.
- Overall, partnerships with parents are good. The childminder shares information

about children's learning. She finds out what they do when they are at home and what activities they enjoy doing. However, sometimes, she does not share more detailed information about how parents can further extend children's learning to help them make even better progress.

- The childminder provides a good, well-balanced curriculum. She plans opportunities for children to play outside and a wide range of activities to help them develop in all areas of learning. The childminder reviews the learning opportunities she offers effectively. She has plans to extend children's play experiences to help them learn more about nature and the world around them.
- Children benefit from the childminder's knowledge of their individual development. She is aware of their progress over time and has clear plans in place to help them achieve their next step in learning. All children make good progress in their development and are well prepared for their next stage of learning.
- The childminder encourages children to learn about risk and supports them to make choices to keep themselves safe. She gives children time to consider activities they want to do to challenge themselves to support their physical development. For example, children explore soft-play areas with the childminder close by for support, and they balance along fallen trees.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibility to safeguard children and keep them safe. She is aware of the signs that may show a child is at risk of abuse and the appropriate action to take if any safeguarding concerns should arise. The childminder completes regular training to ensure that she has the most up-to-date information and contact details. This includes wider safeguarding issues, such as where children are at risk of being exposed to extreme views.

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

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

- extend the support for parents to help them further develop children's learning at home to help children make even more progress.

## Setting details

<b>Unique reference number</b>	EY284959
<b>Local authority</b>	Kent
<b>Inspection number</b>	10063768
<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>	1 to 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	29 September 2015

## Information about this early years setting

The childminder registered in 2004 and lives in Lordswood, Chatham, Kent. The childminder offers care from 7.30am to 5.30pm, Monday to Thursday, and before- and after-school care on Friday, except for bank holidays and family holidays. She holds a qualification at level 3. The childminder is registered to receive funding to provide free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Sarah Taylor-Smith

### Inspection activities

- Written feedback from parents was read and their views were taken into consideration.
- The childminder and the inspector completed a learning walk to learn about the childminder's setting.
- The inspector observed the quality of teaching and assessed the impact on children's learning.
- The inspector jointly observed children's play with the childminder and discussed children's learning.
- The inspector spoke to children and the childminder at appropriate times during the inspection.

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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Manchester  
M1 2WD

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