

# Childminder report

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Inspection date: 17 December 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	Not applicable
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## What is it like to attend this early years setting?

### The provision is good

Children are looked after by a caring and nurturing childminder. They demonstrate they feel safe and secure in her care. Children have close attachments with the childminder. They leave their parents happily and settle quickly, greeting their friends warmly. The childminder encourages children's exploration with a good variety of toys and planned activities. Children have many opportunities to explore and learn when out in the local community. They collect leaves and pine cones at a local park. They learn how leaves feel scrunchy, explore the patterns on pine cones, and create detailed pictures and drawings.

Children develop confidence in their abilities and acquire essential skills for their future learning. The childminder gives children lots of praise for their achievements. Children are thanked for tidying away toys in preparation for snack time and smile in satisfaction at their achievements. This supports their confidence and well-being effectively. When children show consideration, such as when they pass picture cards to each other, the childminder praises them for being kind to their friends. There is a happy and purposeful atmosphere in the childminder's home, where children learn from a culture of mutual respect.

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

- The childminder divides her time well between the children. She is sensitive and calm in her approach to each child's individual needs. She is aware of those children who require extra support. For instance, she engages children in conversations and repeats any mispronounced words to support their developing vocabulary.
- The childminder places a strong focus on developing children's literacy and mathematical skills. She introduces letter recognition as children participate in activities, such as exploring the days of the week. Children excitedly identify numbers on the throw of a dice when playing number games.
- The childminder encourages children to develop their independence. This includes managing their own hygiene and personal needs, slicing soft fruits, and returning their crockery to the kitchen after snacks. Children confidently make choices in their play and learning from a good range of resources in the designated playroom.
- Children learn to stay safe. The childminder talks to them about risky behaviour, such as pushing back on chairs. She offers clear explanations on how they might hurt themselves by falling backwards. In addition, the childminder takes every opportunity to talk to children about what to do in an emergency. For example, as children play with fire engines and visit a local fire station, she talks to them about fire evacuation.
- The childminder is very enthusiastic in her interactions with children. However,

at times, the childminder's eagerness has a minor impact on children's learning. For example, she encourages children to change from one activity to another when they are happily engaged in independent play and exploration.

- The childminder encourages children to develop a passion for reading. Children readily choose their favourite book to share with the childminder. They all sit close together and look at pictures and talk about what they see and hear. Children enjoy regular outings to the local library and visit museums to learn more about local history.
- The childminder ensures she completes all mandatory training. However, her programme of professional development is not yet sharply focused on driving the quality of teaching to the highest level.
- The childminder builds good relationships with parents. Initially, she seeks information from parents about what their children know and can do before they start to attend, to help inform future learning. She uses daily discussions to help share information about a child's progress and next steps in learning with parents. This helps to enable parents to support their children's learning at home further.
- The childminder shares information with other early years settings children attend to help provide continuity in children's care and learning effectively.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed relevant mandatory training to maintain her understanding of child protection issues. She has a good knowledge of what action to take should she have any concerns about the welfare of a child. This includes steps she must take if an allegation is made against herself. The childminder completes thorough risk assessments of her home and outings to help minimise any potential risks to children.

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

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

- provide children with more uninterrupted time to engage freely in their chosen play and learning
- establish a more focused programme of professional development to help raise the quality of teaching to a higher level.

## Setting details

<b>Unique reference number</b>	EY542241
<b>Local authority</b>	Kent
<b>Inspection number</b>	10103564
<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 4
<b>Total number of places</b>	2
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2017 and lives in Dartford, Kent. She operates from Monday to Friday all year round. The childminder provides funded early education for two-, three- and four-year-old children. She holds a health and social care qualification at level 3.

## Information about this inspection

### Inspector

Janet Thouless

### Inspection activities

- The childminder and the inspector completed a learning walk of the areas of the home used by children.
- The inspector spoke to children and the childminder at appropriate times during the inspection.
- 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.

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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