

Childminder report

Inspection date: 19 December 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder provides a safe and relaxed environment. Children feel secure and freely choose the resources they wish to play with. They are curious learners and are motivated to take part. Older children play alongside younger children well. They are patient and teach the younger children how to play. For instance, they wait and encourage a younger child to take their turn when playing a board game. Children are happy and have made strong friendships with each other. They are confident and able to hold discussions with each other and adults.

Children behave well. They are kind, caring and considerate to each other. For example, a younger child gives a tissue to another child who hurt themselves. The childminder encourages children to be independent and to try things for themselves. She teaches children to be resilient. For instance, they persevere and successfully balance the bean bags on their heads. The childminder takes the children on regular outings, including to a forest school group.

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

- The childminder is reflective and has identified areas of strength and the areas she wants to improve in her setting. She has plans in place to offer children further enriched experiences to help them to learn about communities beyond their own. This will enhance outcomes for children.
- The childminder knows the children very well. She plans ambitious and engaging activities which are based on each child's interests and next steps. Children are enthused and eager to learn and take part. They can articulate what they know and understand well. All children make good progress.
- Children are taught how to keep themselves healthy. The childminder has regular discussions with them about the importance of physical exercise, healthy choices in food and hygienic personal care practices. Children also remind each other how to keep themselves healthy. For example, children remind each other they must wash their hands before snack time.
- Parents report they are very happy with the care and education their children receive. They trust the childminder implicitly and know their children enjoy being in her care. The childminder updates and shares her policies with parents through an online system. She is open and honest and reviews her procedures appropriately. For example, she has updated the 'lost child' policy, and introduced wrist straps for walking toddlers. This was following an incident on the school run.
- The childminder supports children to learn about their emotions. She supports them to understand how they feel and how their actions make others feel. They listen intently and follow instructions well. Children respond well to the childminder and have formed a good relationship with her. This supports

children's sense of well-being and belonging.

- The childminder teaches children mathematics well. She uses everyday activities to encourage children to use numbers and do simple sums, and gives them the correct mathematical language to use. For example, children are asked to count during snack time and as they play. The childminder will ask the children to add one more and take one away when they are eating pieces of fruit.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge and understanding of how to keep children safe. She regularly updates her safeguarding knowledge and understands the signs and symptoms of abuse. She gains key information from parents when a child starts with her. However, she does not ask if any other agency is already involved with the family. This may result in a delay in working in partnership with outside agencies to support the child and family. The childminder is aware of the wider aspects of safeguarding, including the 'Prevent' duty and female genital mutilation.

What does the setting need to do to improve?

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

- enhance the registration process to gain information from parents about any agency already involved with the family, to prevent a delay in working in partnership to support the child and family
- offer children further enriched opportunities to help them learn about communities beyond their own.

Setting details

Unique reference number	EY355080
Local authority	Kent
Inspection number	10134033
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 6
Total number of places	6
Number of children on roll	10
Date of previous inspection	23 November 2015

Information about this early years setting

The childminder registered in 2007. She lives in Barming, near Maidstone, Kent. The childminder has a relevant childcare qualification at level 3. Childcare is offered from 7am to 6pm, five days a week, all year round. The setting receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Jayne Godden

Inspection activities

- The inspector observed the quality of teaching and the support for children's learning during activities both inside and outside.
- A discussion was held by the inspector with the childminder to assess how well they understand and implement policies, and how they monitor children's learning.
- A learning walk was carried out by the inspector and childminder to gain an overview of the curriculum offered and how they implement this.
- The inspector reviewed comments from parents and talked to the children during the inspection and took their views into account.

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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