

# Childminder report

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Inspection date:

15 September 2021

**The quality and  
standards of early  
years provision**

**This  
inspection**

**Met**

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Previous  
inspection

Not applicable

## What is it like to attend this early years setting?

### This provision meets requirements

Children feel safe and happy in the childminder's care. They enjoy each other's company and have fun together. For example, children dress up as police officers and laugh with delight as they put the childminder in jail. Relationships are positive and this helps to support children's social skills. At meal times, children chat respectfully about the events of their day. Children hold a teddy when it is their turn to speak and this helps to support their understanding of not interrupting.

Children benefit from the childminder's effective support and guidance. This helps children to continue to build on their knowledge and skills well. The childminder has high expectations. Children are polite and respectful to each other and to adults. They follow the childminder's very positive role modelling. This helps children to manage their own behaviour effectively. Children respond promptly to requests. For instance, when they are asked to tidy up before dinner, they do so immediately.

Children settle quickly into the welcoming setting. Older children are caring and sensitive towards younger ones, including them in their games and praising their goal scoring efforts in football.

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

- Children confidently and independently choose from a wide range of activities. The childminder talks to children about what they enjoy doing and observes where their interests lie. She takes this into consideration when planning activities. For example, some children like cars and trains and these are readily available.
- Overall, the childminder encourages children to be independent. For instance, they lay the table and help themselves to vegetables. However, the childminder does not fully consider how to help children build further on these skills. For example, at times she does things for children that they are capable of doing for themselves, such as pouring them drinks.
- The childminder provides healthy and nourishing food for the children. Overall, the childminder raises children's awareness about the benefit of healthy foods well, such as broccoli containing iron.
- Children have a good understanding of sharing and turn taking. For instance, they decide to practise their goal scoring skills, passing the ball to each other to help to ensure fair play. Children enjoy counting the number of goals scored.
- Children enjoy playing outside in the fresh air. They have access to a wide range of opportunities to be physically active. For example, they scramble up the climbing wall and push themselves on the swings. Children sit in the ride-on toys

and push each other round the garden, safely negotiating the bumps in the grass.

- Children know how to keep themselves safe. They understand how to use different equipment safely, while taking appropriate risks. However, at times, the childminder does not remind children of the effect some actions may have. For instance, that not covering your mouth when you cough, may spread germs.
- The childminder has strong relationships with schools and other settings. She understands the importance of good communication to support a consistency of care.
- The childminder is reflective and is constantly seeking to improve her practice. She has undertaken additional training to build on her skills and knowledge. The childminder has plans to alter her garden to provide more activities to support children's physical play, such as a larger area for sand play.
- Parents say they are pleased with the care the childminder provides for their children. They say children settle quickly into the setting. At the outset, parents discuss with the childminder, their child's interests, likes and dislikes. Parents say they value the regular information they receive about the activities their children engage in.
- Children understand and follow established routines. They need no reminders to put their outdoor shoes in a box and change into slippers for indoor play. Before meals, children voluntarily wash their hands.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough knowledge of safeguarding matters, including extreme behaviours. She can recognise the signs and symptoms that may suggest a child is at risk of harm. The childminder knows the procedures to follow and the people to inform, if she has concerns about a child's safety or welfare. She is aware of her responsibilities should an allegation be made against herself or a member of her family. The childminder provides guidance to parents and children about the safe use of mobile phones. This helps children to understand how to manage possible risks and dangers from these.

## Setting details

<b>Unique reference number</b>	EY558936
<b>Local authority</b>	Kent
<b>Inspection number</b>	10190304
<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 at time of inspection</b>	4 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018 and lives in Aylesford, Kent. She operates Monday to Friday between 3pm and 6pm during term time and from 7.30am to 6pm during school holidays. The childminder has a level 3 childcare qualification.

## Information about this inspection

### Inspector

Jill Thewlis

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how she ensures it is safe and suitable.
- The inspector spoke to children to find out about their time at the setting.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.
- The inspector observed the interactions between the childminder and children.

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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