

# Childminder report

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Inspection date: 18 October 2021

<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 happy and enjoy their time with the caring and fun childminder and her assistants. Children eagerly arrive and demonstrate that they feel safe, happy, and emotionally secure. They form close bonds with the childminder, the assistants and their friends. Children are enthusiastic learners and become quickly absorbed in their play.

Children use their imagination and act out familiar experiences. For example, they pretend to go shopping and make cakes in the role-play kitchen. They work together as a team and discuss and agree on what ingredients they need to buy and how to mix the cake mixture. Children enjoy making marks for their shopping lists.

Children learn to be independent. They are eager to take responsibility for doing things for themselves. For instance, older children wipe their own noses and put their belongings away. Younger children learn to feed themselves and wash their hands. Children enjoy plenty of opportunities to be physically active in their play and develop good control and coordination. For instance, children squeal with excitement as they hop and jump in time to music. Younger children have their language skills extended well. For example, as they use pretend phones to talk to the assistants, who skilfully encourage them to take turns in conversations.

The childminder has high expectations for all children. Overall, children make good progress from their starting points and are well prepared for their next stages in learning, such as nursery and school.

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

- As a result of the COVID-19 (coronavirus) pandemic, the childminder made changes to some of the ways she operates. She greets children and parents at the front door with a brief exchange of information and uses an online system throughout the day to communicate further with parents about their children's learning. Parents say that they are very happy with the information and support they receive from the childminder, which helps them to continue their child's learning at home. The partnership with parents is good.
- The childminder supports children's developing communication skills effectively, encouraging them to talk and respond to her as they play and learn. She talks with them about things they have done in the past, such as going to parks and the activities they are doing now. She asks questions designed to encourage children to take part in two-way conversations. Children confidently speak to visitors, telling them about special events in their home lives.
- The childminder has good partnerships with other settings the children in her

care attend. She shares detailed reports and meets teachers. This helps children feel secure and ready for their next stage of their learning.

- Parents comment positively on the childminder's provision and how much they value the way in which her assistants care for and teach their children. The childminder seeks feedback from parents to help her identify ways in which she can improve her practice. She has adapted the way she settles children into the setting from this feedback.
- The childminder and her assistants are committed professionals, who are passionate about supporting children to have the best possible start. The childminder and her assistants have attended some training to enhance their existing knowledge and are looking at ways to improve. However, the childminder has not focused enough on her own professional development and that of her assistants to raise the good level of practice further. For example, sometimes, assistants miss opportunities to extend children's learning as they play through questions and talking.
- The nurturing childminder gives high priority to children's well-being and children form strong emotional attachments with her. She is very effective in role modelling respectful relationships. She gives children lots of opportunities to make their own choices and values their opinions.
- Children enjoy listening to favourite stories read by the childminder and the assistants. They repeat the key phrases in the story and laugh along with the childminder. Children receive gentle corrections as the childminder repeats back what they have said, which helps extend their vocabulary.
- Children's behaviour is good. The childminder explains her 'rules' and uses these with children to help them learn to manage their own behaviour and find solutions together.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have an in-depth knowledge of child protection issues and local procedures to fully promote children's welfare. They recognise the signs and symptoms of abuse, including wider issues, such as gender-based violence and radicalisation. The childminder and her assistants supervise children closely. This protects children and helps them to develop confidence and responsible behaviour, which helps to keep everyone safe. The childminder effectively liaises with outside agencies, helping to support children and their families when the need arises. The childminder completes daily checks to ensure her home and outdoor area are safe and secure.

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

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

- strengthen professional development within the setting to raise the good level of practice further and support children's learning to an even higher level.

## Setting details

<b>Unique reference number</b>	EY562574
<b>Local authority</b>	Kent
<b>Inspection number</b>	10191432
<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>	1 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	23
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018 and lives in Snodland, Kent. She works with two assistants. The childminder operates from 7am to 6.30pm from Monday to Fridays all year round, except for family and public holidays. The provider has a relevant level 3 childcare qualification. The childminder is in receipt of funding to provide free early education to two-, three- and four-year- old children.

## Information about this inspection

**Inspector**  
Bev Boyd

## Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning. She held discussions with the childminder and her assistants to understand how they organise the early years provision and curriculum.
- The childminder and the inspector carried out a joint evaluation of an activity.
- The inspector spoke to children during the inspection. She also viewed written feedback from parents.
- The inspector observed areas used for childcare purposes, care routines and the activities taking place indoors and outside.

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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