

# Childminder report

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Inspection date: 22 November 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, confident and settled. They are eager to join in with the interesting and challenging activities that the childminder plans for them. For example, children enjoy activities that help them to learn about bees. This includes the hives in which they live and how they make honey. Children have good opportunities to be imaginative. For example, they use real flowers to arrange bouquets as they become a 'florist'. The childminder is a positive role model. Therefore, children behave well and are polite. Children follow the rules and know what is expected of them. After snack time, children confidently thank the childminder and ask to be excused from the table.

Children learn about the importance of healthy lifestyles. They talk about the importance of brushing their teeth and washing their hands regularly. During mealtimes, they talk about healthy choices and less healthy choices. Children have good opportunities to develop their physical skills. They learn to move in different ways, such as climbing and balancing on larger equipment during regular visits to the park. Children develop good hand-eye coordination. For example, they confidently move small items with tweezers.

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

- The childminder establishes secure and trusting relationships with children. She knows children and their individual personalities well. This helps her to plan activities that she knows they will enjoy. Children remain engaged and interested to learn. They enjoy the childminder's company. Children have a good sense of belonging and positive levels of well-being. They are settled and know the routine of the day.
- The childminder has a good understanding of all areas of learning. Overall, she helps children to gain skills to support their future learning. For instance, children are encouraged to take turns and share during group activities. However, the childminder does not consistently encourage all children to try to complete tasks that they are capable of carrying out themselves. This includes preparing and serving their own snacks, putting on their own coats and wellington boots and opening their own packaging at lunch.
- The childminder evaluates her practice effectively. She observes and talks to children each day about their thoughts on the day's events. She reflects on how well the children enjoy her planned activities. The childminder uses her findings to support her future plans. She is proactive and builds on her skills and knowledge. She completes a wide range of training. For example, she has learned about the importance of being mindful of challenging gender stereotypes as children play.
- The childminder establishes positive relationships with parents. She

communicates with them daily and keeps them fully involved and informed. The childminder shares photographs with parents of what their children have enjoyed learning. She encourages them to share what children have enjoyed doing at home. The childminder shares helpful ideas with parents. For example, she provides them with activity ideas that they could enjoy at home together with their children.

- The childminder uses some good ways to communicate with other professionals involved in children's learning. For example, she states that on one occasion she asked for some information regarding children's learning at another setting. However, she does not consistently and regularly communicate and strengthen the partnerships with other settings that children attend. She does not provide a high level of consistency to the children's care and learning experiences.
- The childminder supports children to develop good communication skills. Children are confident to communicate their ideas and discuss what they are doing as they play. For instance, they retell their favourite stories in their own words. The childminder provides children with enough time to think and respond to the good, thought-provoking questions she asks them. She reinforces the correct pronunciation of words and builds on children's range of vocabulary well.
- The childminder ensures children have good opportunities to develop an understanding of other people from around the world. This includes the celebrations traditional to other countries and cultures. For example, children make clay Divas, discuss Diwali and learn about Hanukkah.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding and child protection. She knows who to contact to seek advice and how to follow up any concerns. The childminder keeps her knowledge up to date and completes regular training. The childminder completes thorough risk assessments to ensure her home is safe. This includes teaching children how to interact safely with Pebbles, the dog. Children are encouraged to learn how to manage risks and keep themselves safe. For instance, on regular walks in the local environment they discuss how to cross the road safely. The childminder shares information with children to help them understand how to stay safe. For example, they talk about internet safety.

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

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

- encourage children to be consistently independent and complete tasks that they are capable of completing on their own
- strengthen the communication and partnerships with staff at other settings that children also attend.

## Setting details

<b>Unique reference number</b>	2518661
<b>Local authority</b>	Kent
<b>Inspection number</b>	10207973
<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 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2019. She is located in Maidstone, Kent. The childminder cares for children on Monday to Thursday from 7.30am to 5.30pm, and on Friday from 8am to 2pm, all year round. The childminder receives funding to provide free early education for children aged three and four years.

## Information about this inspection

### Inspector

Kelly Hawkins

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The inspector carried out a learning walk with the childminder. The inspector assessed the impact of the quality of interactions and the learning opportunities the childminder provides children with.
- The inspector viewed the indoor and outdoor learning environments.
- The inspector reviewed written documentation. This included safeguarding and child protection policies and procedures.
- During the inspection, the inspector spoke to the childminder and children at convenient times and considered their views.

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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