

# Childminder report

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Inspection date: 27 January 2022

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

### **The provision is good**

Children settle quickly into the childminder's care and establish good attachments with her. They are confident, happy and safe. Children benefit from the childminder's positive interactions as she plays alongside them. They begin to learn a range of different concepts, such as the names of colours and using number names in sequence. Children begin to learn the skills they need for the next stage of learning.

Children enjoy looking at books independently and listening to stories read by the childminder. They turn the pages and lift the flaps, and begin to understand how books work. Children benefit from the childminder's choice of books, which introduce interesting new vocabulary to them. For example, they learn the names of wild and domestic animals and the sounds that they make.

The childminder has high expectations for children's behaviour. She consistently praises children's achievements to raise their confidence and self-esteem. Children benefit from a few clear boundaries, which the childminder sets to help them feel emotionally secure. They learn to respect the needs of others and take turns with the toys. Children develop an understanding of and respect for living things. For example, they are reminded to be gentle when they stroke the childminder's cat.

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

- The childminder develops positive relationship with parents. She shares information about children's learning intentions to support their learning at home. The childminder writes a summary of children's progress and encourages parents to share the information contained in the progress check for two-year-old children with the health visitor.
- The childminder knows the children well and helps them to make good progress from their starting points. For example, children learn to play collaboratively together when they take turns running cars down the 'click clack track'. However, the childminder does not fully consider how to promote spontaneous opportunities for children to follow their own interests and develop their curiosity.
- Children practise their physical skills and develop positive attitudes to learning. For example, they show good perseverance when they manipulate coins into a slot on the top of a toy till. Children practise their threading skills and develop their hand-to-eye coordination. For instance, they push large wooden pegs through holes in wooden fruit and gain confidence in their own abilities. The childminder makes the most of opportunities to help children learn unfamiliar words, such as 'pear' and 'watermelon', to widen their vocabulary.
- Children are encouraged to choose resources for themselves from a young age,

such as small-world toys to support their imagination. The childminder helps children to develop their pretend play, such as holding a toy swing still for them to put a small pig in. She says 'weee' when children push a larger pig down a toy slide. Children begin to associate words with actions.

- The childminder helps children to develop a healthy lifestyle. She takes children on daily trips to local parks for fresh air and exercise. Children widen their social and cultural awareness. For example, they visit the library and attend the local childminding group to meet other people, which supports their confidence in new social situations. The childminder has a good range of multicultural resources and helps children to learn about different religious festivals throughout the year.
- The childminder encourages young children to meet their own personal needs when they are ready. Children already manage some tasks for themselves. For example, they feed themselves using a spoon. The childminder teaches children about good oral health. For example, she provides some fake teeth and a toothbrush in the first-aid play kit for children to practise brushing teeth when they engage in pretend play. Children wash their hands on arrival and before meals. Hygiene routines are effective. The childminder plays soothing music to help children sleep. Children display a high level of emotional well-being.
- The childminder regularly reflects on her practice. She collects the views of parents about the service provided and meets with other local childminders to share good practice. Parents comment that they are happy with the service provided.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder understands her responsibilities for safeguarding children. She knows the signs and symptoms that might indicate a child is at risk of harm. The childminder is clear about her reporting procedures and who to contact for advice. She is aware of the wider child protection issues, such as radicalisation and extremism. The childminder carries out risk assessments to ensure children's safety when she takes them outside of her home. For example, she stays close to young children when they are out for walks in the park. Risk assessment is effective. The childminder has a current paediatric first-aid certificate.

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

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

- strengthen the teaching support to provide children with the opportunity to extend their play and build on their interests.

## Setting details

<b>Unique reference number</b>	EY411141
<b>Local authority</b>	Kent
<b>Inspection number</b>	10063808
<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 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	9 November 2015

## Information about this early years setting

The childminder registered in 2010. She lives in Greenhithe, Kent. The childminder operates her service all day from Monday to Friday, all year round, except for bank and family holidays. The childminder receives the early years funded entitlement for three- and four-year-old children. She has an approved level 3 qualification in childcare.

## Information about this inspection

### Inspector

Jane Winnan

### Inspection activities

- This is the first routine inspection the provider received since the COVID-19 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 walked the inspector around her home to understand how the early years provision and the curriculum are organised.
- The inspector observed the childminder interacting with children.
- The inspector held discussions with the childminder and interacted with her at appropriate times during the inspection.
- The inspector looked at a sample of documents, including the safeguarding children policy and complaints procedure.

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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