

Childminder report

Inspection date: 9 February 2022

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

The provision is good

Children have strong bonds with the nurturing childminder and enjoy the time they spend with her. Those children who are collected at midday from pre-school greet the childminder with a welcoming smile. They are physically active and practise new skills, such as moving in different directions while balancing. Children delight in a visit to the park on their walk back to the childminder's home. They show an interest in their surroundings and watch with fascination at how their shadows change in size as they move on the swing. At the setting, children demonstrate good independence skills. They wipe their shoes on the mat, put them away without being prompted and hang up their coats.

Children benefit from consistent challenge that the childminder provides. For instance, at lunchtime, children count their sandwiches and calculate how many they would have left if they ate one more. Mealtimes are a social occasion. Children talk about healthy options. They are encouraged to try new foods, and they discuss where food comes from. For example, they discuss how bees are good for the garden and make honey. Children and their families benefit from advice the childminder gives to support their health and well-being at home.

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

- The childminder observes and assesses children's learning. This helps her to identify what children know and can do and what they need to learn next. For example, children build on the small muscles in their hands and fingers. They demonstrate control of their movements and good hand-to-eye coordination as they build small towers and carefully manoeuvre cars around them.
- Children listen and respond well to the childminder. They adhere to high behavioural expectations and are always encouraged to use their manners, such as saying 'no thank you'.
- The childminder places a high priority on supporting children's communication and language development. She extends their vocabulary, introduces new knowledge and builds on what children already know. For instance, children enjoy imaginative play and learn to recognise familiar symbols, such as a hospital sign. They show good imagination and pretend the hospital is part of their building site. The childminder introduces new words in context, such as 'cement mixer'.
- The childminder promotes children's mathematical skills well. For example, children use language such as 'bigger' and 'smaller' as they compare differences in the size of their diggers. They focus intently and make predictions, such as how many bricks they might need to fill their box. Children demonstrate good thinking skills. They problem-solve and turn bricks on to their side so they can slot more in.

- The childminder teaches children effectively to think about their personal safety. Children blow their noses, put tissues in the bin and wash their hands independently. They enjoy walks in the community and learn how to cross roads safely. As children engage in play, they discuss the importance of staying away from vehicles that are reversing.
- Parents comment that their children love attending and have learned a lot since being in the childminder's care. The childminder liaises with parents daily so that they are fully informed about their children's achievements and ongoing development. However, the childminder does not share information on children's progress with other settings children attend, to help provide continuity in children's learning.
- The childminder reflects on the service she provides and knows what she wants to improve. She attends mandatory training and reads publications to ensure that she keeps up to date with latest legislation and guidance. However, she recognises she would benefit from further training, to help strengthen her knowledge and raise the quality of her provision to an even higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder carries out daily safety checks to help reduce hazards and minimise accidents. This helps her to promote children's safety and welfare in the home and when on outings. The childminder's knowledge and depth of understanding around safeguarding and child protection are good. She implements clear policies, and procedures are implemented into her practice to ensure that children's safety is promoted effectively. The childminder knows the signs that might indicate a child is at risk of harm. This includes wider aspects of safeguarding, such as female genital mutilation and the 'Prevent' duty. The childminder knows which agencies to contact should these concerns arise.

What does the setting need to do to improve?

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

- build on professional development opportunities to help raise the quality of the provision even further
- establish partnerships and exchange information with other providers who share the care of the children.

Setting details

Unique reference number	EY269373
Local authority	Kent
Inspection number	10132611
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	3 to 3
Total number of places	5
Number of children on roll	1
Date of previous inspection	28 January 2015

Information about this early years setting

The childminder registered in 2003 and lives in Hextable, Swanley. She operates all year round from 8am to 6pm, Monday to Friday, except for family holidays and bank holidays. The childminder holds qualified teacher status.

Information about this inspection

Inspector

Jane Franks

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 setting.
- The childminder and the inspector had a learning walk for the inspector to establish how the early years provision and educational programme are organised.
- The inspector observed some teaching and interactions between the childminder and the children and considered the impact on children's learning.
- The inspector looked at relevant documentation, including paediatric first-aid qualifications and evidence of the suitability of members of the household.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The inspector took account of the views of parents through discussions on the telephone.

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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