

# Childminder report

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Inspection date: 23 February 2022

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

### The provision is good

Children are happy and settled in this friendly and welcoming setting. The childminder has warm and loving relationships with the children in her care. Well-established daily routines help children to feel emotionally secure. The childminder and the children have fun and enjoy each other's company.

Children develop a love for books and stories. The childminder understands the value of children having regular opportunities to listen to stories, hear rhymes and sing songs. Children enjoy interactive stories brought to life with story props and develop good literacy skills.

Children have good opportunities to enhance their physical development and well-being. They have a clear understanding of good hygiene practices and know to wash their hands frequently to remove any germs. Children visit local parks and go on woodland walks where they learn about the changing environments. They have opportunities to socialise with a larger group of children and develop their physical skills such as balance and coordination.

The childminder has high expectations for children's behaviour. They behave well and use good manners. Children respond positively to the continual praise and encouragement from the childminder, which helps raise their self-esteem.

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

- The childminder is highly reflective and regularly reviews her practice. She has a good understanding of her own strengths and areas that she plans to enhance even further. She attends regular training to ensure that she stays up to date with any changes. The childminder shares ideas and best practice with other childminders. She reflects on the daily experiences of the children and gathers the views of parents to help improve her provision. She is dedicated and passionate about the service she provides.
- The childminder's partnerships with parents are strong. Parents state how pleased they are with the dedicated care their children receive. The childminder keeps parents well informed about their children's progress. She regularly shares information that helps them to understand their children's learning. This includes photos of children at play to celebrate their achievements. The childminder provides ideas about how they can support their child's ongoing development at home. This provides children with good continuity of learning.
- The childminder has good knowledge of the children in her care. She uses her ongoing observations to understand children's level of achievement, interests and learning styles. She incorporates their next steps in learning into her planning to support children's development. Overall, she helps children to gain

skills to support their future learning. However, the childminder does not consistently encourage all children to try and complete tasks that they are capable of carrying out themselves. This includes washing hands and putting on their own aprons for painting. This does not consistently extend their independent skills.

- The childminder offers good opportunities for children to develop their early mathematical skills. Children are encouraged to count within activities and explore and understand size, quantity and positional language.
- Children are gaining a good understanding of healthy lifestyles. For example, they follow good health and hygiene routines and engage in discussions about healthy food choices with the childminder. The childminder provides nutritious snacks and meals that the children thoroughly enjoy.
- Children develop a good understanding of diversity beyond their immediate family. For example, the environment has positive cultural images, books and role-play resources to explore. Children enjoy learning about different festivals and celebrations from around the world.
- The childminder is very attentive towards the children. She interacts and engages with them throughout the day. Children are keen to talk to her about what they are playing with. They respond to the questions she asks. However, at times, the more confident and articulate children dominate conversations with the childminder. Consequently, quieter children who are not as confident miss out on developing their learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge updated regularly through attending training courses. She can confidently identify the signs and symptoms that may indicate that a child is at risk of harm. The childminder keeps well informed about her local safeguarding partnership procedures and knows who to contact if she has any concerns. She ensures children are continuously supervised while in her care. The childminder assesses the safety of the learning environments to identify and eliminate any potential risks.

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

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

- support children to be more independent and consistently complete tasks that they are capable of completing on their own
- consider more ways to support quieter and less confident children to be more involved in conversation and enhance their overall learning and development even further.

## Setting details

<b>Unique reference number</b>	EY431251
<b>Local authority</b>	Kent
<b>Inspection number</b>	10136679
<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>	3
<b>Date of previous inspection</b>	17 March 2016

## Information about this early years setting

The childminder registered in 2011. She lives in Dartford, Kent. The childminder works Monday to Thursday from 8.45am to 5pm, term time only.

## Information about this inspection

### Inspector

Kimberley Luckham

### Inspection activities

- This was the first routine inspection the setting 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 setting.
- The inspector looked at a sample of documents and certificates.
- The inspector spoke to the childminder and children at various points throughout the visit.
- The inspector took account of the views of parents through written feedback.
- The inspector held a discussion with the childminder to understand how the early years provision and curriculum are organised.
- The inspector observed the childminder to assess the impact of the teaching and learning.

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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