

# Childminder report

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Inspection date: 24 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	Good
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## What is it like to attend this early years setting?

### The provision is good

Children develop secure relationships with the childminder and are happy and safe. They have free access to a wide range of stimulating resources to aid their learning. Children show good concentration and enjoyment when the childminder sings songs and reads stories to them. They listen intently and respond promptly to the childminder's questions. This is demonstrated when children confidently point to the lost witch's hat.

Children develop good mathematical understanding through number rhymes and songs. For example, they count three little kittens. Additionally, children learn the language of measure. They splash in 'deep' and 'shallow' puddles and see how far the water comes up their Wellington boots. Children practice their emerging writing skills. They use wax crayons to make random marks on paper. Children develop the skills for the next stage in their learning.

The childminder has high expectations for how children behave. Children learn to name their emotions and regulate their feelings and behaviour. They begin to understand some rules for being together. For instance, children are encouraged to say thank you, when they kindly share toys with their friends. Children develop an appreciation and respect for living things, such as helping to care for the childminder's pet chicken.

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

- The childminder works closely with parents to help children settle. For example, they exchange family photographs to help provide reassurance. However, she has not fully explored ways to support other languages children speak at home to help extend their communication skills; for example, by collecting some specific words or songs in their home language.
- The childminder carefully monitors children's ongoing progress from their starting points. This includes sharing a summary with parents of their children's development at the age of two. The childminder knows the children well and what they need to learn next. She shares children's next steps with parents to support their learning at home. Parents comment that are very happy with the service provided.
- The childminder plans activities to help meet her learning intentions. This ensures that children make good progress in their personal, social and emotional development. For instance, she plans a tea party and encourages children to share their tea with their toy monkey and rabbit. The childminder plays alongside children. She models language to help them learn new words, such as 'Meerkat'. Yet, at times, the childminder does not give children enough time to communicate their own ideas and express their opinions. Children do not

practise their expressive language skills as often as they could.

- Children develop good physical and emotional health. The childminder provides regular opportunities for children to exercise outdoors. She teaches children to take a few safe risks and challenges in their play. For example, children climb up a few rungs of the climbing wall in the garden. They begin to develop confidence in their own abilities. Children take turns in the swing and wait patiently for their turn. The childminder teaches children about the world around them. She takes children on a variety of outings to local places of interest. Children develop a social and cultural awareness of the community in which they live. For instance, they visit a toddler group and library to meet other people.
- The childminder maintains effective hygiene routines. Children wash their hands before meals and when coming in from the garden. The childminder provides healthy snacks and home-cooked meals for children. She works effectively with parents to meet children's dietary needs. The childminder teaches children about eating healthily to promote good oral health. Young children learn to be independent, such as feeding themselves at mealtimes.
- The childminder reflects effectively on her practice. She collects the views of parents and children to help identify her strengths and weaknesses in order to make improvements. The childminder completes training for her own continuous professional development. For example, recent training has improved her knowledge of using visual pictures to help all children learn. The childminder works effectively with professionals at other provisions that children attend to provide consistency of care and learning.

## 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 has undertaken training to keep her knowledge up to date and is aware of the wider child protection issues, such as radicalisation and extremism. The childminder has a current paediatric first aid certificate. She talks to children about how they can keep themselves safe; for instance, how to sit safely on their chair during mealtimes. Risk assessment are effective.

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

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

- strengthen opportunities for children to take turns in conversation and express their own ideas through language and play
- provide more opportunities for children who speak English as an additional language to build on their communication skills, including the use of their home

language in play and learning.

## Setting details

<b>Unique reference number</b>	EY479926
<b>Local authority</b>	Kent
<b>Inspection number</b>	10219845
<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 7
<b>Total number of places</b>	5
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	9 August 2016

## Information about this early years setting

The childminder registered in 2014. She lives in Sevenoaks, Kent. The childminder operates her service Monday to Friday, from 7.30am to 6pm, all year round. She receives the early years funded entitlement for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jane Winnan

### Inspection activities

- This was 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 held discussions with the childminder and interacted with her at appropriate times during the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at a sample of documents. This included the safeguarding children's 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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