

# Childminder report

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Inspection date: 16 March 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 confident with the childminder in this friendly and safe environment. They access a wide range of toys and resources, both inside and outside. The childminder has high expectations for all children. Children learn to do things for themselves. The childminder supports their independence and encourages them to complete small tasks independently. For example, children find their own shoes and coats, ready to play in the outdoor environment. All children thoroughly enjoy participating in the preparation of their snacks and washing up afterwards.

Children make good progress in their physical development. They enjoy trips to the local country parks and playgroups. The childminder provides challenges to help develop their balance and coordination skills in her spacious and exciting garden. Children are gaining a good understanding of healthy lifestyles. They follow good health and hygiene routines and engage in discussions about healthy food choices.

Children have opportunities to socialise with a larger group of children and develop their social skills. Children acquire a good range of key skills in preparation for the next stage in their development and the move to school.

Children, generally, behave well. They are encouraged to share and take turns effectively. The childminder praises children in a consistent and meaningful way, that increases their self-esteem and emotional well-being.

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

- The childminder establishes secure and trusting relationships with all children she cares for. Younger children are gently reminded to share and be kind. They are supported to understand different emotions, such as how they feel when they both want the same toy. Children are learning to be respectful.
- The childminder motivates children to explore and follow their ideas. Children independently access resources, confidently finding items to develop their play. The childminder extends older children's literacy skills well. She skilfully intertwines letters and sounds into their play and exploration as well as some planned activities. However, she has not thoroughly thought through how to fully engage younger children in activities and extend their learning even more.
- Children develop a love of reading. They freely access books from the wide variety available to them. They readily choose books to read with the childminder or look at independently. In addition to this, the childminder invites children to bring in their favourite books from home to share with their friends.
- The childminder supports children's early communication skills well. She clearly emphasises keywords within her interactions, introduces new vocabulary, and

models the correct pronunciation of words. This helps to support children's understanding and speaking 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. They make good developmental progress from their starting points in preparation for their next stage 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.
- Children develop a good understanding of diversity beyond their immediate family. For example, the environment includes positive cultural images, books and role-play resources to explore.
- Partnerships with parents are strong. The childminder exchanges frequent information with them about children's progress. Parents comment on how well their children have settled with the childminder and recognise the progress they have made in her care. The childminder proactively works with other professionals, including other settings the children attend.
- The childminder regularly reflects on her practice and the experiences she provides for children. She keeps her knowledge up to date through regular training. The childminder shares ideas and good practice with other childminders and gathers the views of parents to help improve what she does. She is dedicated and passionate about the service she provides.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that her safeguarding knowledge is up to date. She attends regular training to develop her knowledge further. The childminder considers risks to children in her home and manages these effectively to keep children safe. She regularly updates her safeguarding policy to make sure that she has the correct contact information. This helps her act promptly, should she need to raise concerns regarding children's welfare. The childminder has an appropriate understanding of the possible signs that a child may be at risk of abuse.

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

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

- adapt activities more effectively and make the most of all available learning opportunities, to engage younger children and extend their skills as much as possible.

## Setting details

<b>Unique reference number</b>	126660
<b>Local authority</b>	Kent
<b>Inspection number</b>	10108453
<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>	2 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	13 May 2015

## Information about this early years setting

The childminder registered in 1999 and lives in Herne Bay, Kent. She operates all day Monday to Friday. The childminder is a qualified teacher and qualified nursery nurse.

## 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 childminder and has taken into account in her 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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