

# Childminder report

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Inspection date: 6 April 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 form strong bonds with the friendly, kind and nurturing childminder. They quickly settle, knowing that the childminder fully understands their individual needs. Children feel secure and safe. For instance, they turn to the childminder when they need cuddles and reassurance or when they require help.

The childminder has high expectations for children's behaviour. They enjoy meaningful activities which help to promote polite and respectful manners. For instance, they remember to say 'please' and 'thank you' to one another as they willingly share ingredients to make Easter biscuits.

Children are motivated, inquisitive and eager to learn. They have time and space to develop and learn skills they need to support their future learning. Young children and babies demonstrate good levels of focus and attention. For instance, babies fully investigate toys when they feel, shake and turn them over in their hands. Older children combine different resources to demonstrate what they know already. For example, they use dry pasta in the toy kitchen to make 'dinner' or pretend to iron dolls' clothes.

Children are relaxed and happy. They talk with one another about their lives and experiences. Prompted by the childminder, they recall previous shared experiences, such as when they pressed leaves during forest school activities. This helps children to develop their sense of belonging, self-esteem and friendships.

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

- The childminder is a thoughtful and self-reflective practitioner. She builds good partnerships with parents and actively seeks their views to assess the effectiveness of her provision. The childminder successfully works with other early years practitioners to improve her own skills and knowledge, such as through training and regular professional discussions.
- The childminder plans stimulating activities for children, who are engaged and happy to explore the resources and toys. Children love to spend time with the childminder, such as when they play imaginatively. Sometimes, activities that the childminder plans are not sequenced as well as they could be to build on children's skills. For example, young children are asked to place the corresponding number of counters onto number cards. They find this difficult as they do not yet have enough knowledge of numbers to complete the task.
- The childminder supports children's communication and language skills well. Children give her good eye contact and attention as they talk and laugh together. The childminder extends their language by becoming fully immersed in their play, such as by pretending to call them on the toy telephone. The

childminder is very 'tuned in' to the sounds and body language of babies. This means that children learn from a young age how to communicate and express themselves effectively.

- Children enjoy fresh air and exercise every day. They develop their large-muscle skills when they visit the playground or go out for walks. Children enjoy new experiences and develop an awareness of the wider environment, such as when they go on days out to the seaside. The childminder is aware that children did not socialise widely during the COVID-19 pandemic. Therefore, she provides children with lots of opportunities to mix with other children. This supports their self-confidence and social skills.
- Children display very good fine motor skills. They use pencils to draw, put clothes on dolls and sprinkle decorations onto their Easter biscuits. Children persevere and concentrate well when they thread pasta onto pipe cleaners and string.
- Children learn to be aware of the needs of others. Older children demonstrate how kind and caring they are towards younger children and babies. The childminder gives children gentle reminders to think about how we respectfully treat one another, such as with 'kind hands'. Children develop empathy and understanding of how others are feeling.
- The childminder shares regular updates and information with parents about their children's day and their learning and development. She provides parents with summaries of children's progress, such as the progress check for children aged between two and three years. This helps her to share with parents any concerns she might have about children's development or where they might require more support for learning. She shares ideas with parents to continue extending children's learning at home.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to keep children safe. She recognises the signs and symptoms of abuse and neglect. She knows how to refer any concerns she might have about children's welfare or safety. She attends regular training to update her knowledge of safeguarding and she has written child protection policies in place. She shares information with parents and other professionals as required. The childminder knows about some wider safeguarding issues, such as children being exposed to extreme views. She helps children to learn to keep themselves safe, such as by sharing storybooks with them about using the internet safely.

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

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

- sequence children's learning more effectively to focus more precisely on what

children know and what they are ready to learn next.

## Setting details

<b>Unique reference number</b>	EY413212
<b>Local authority</b>	Kent
<b>Inspection number</b>	10228533
<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>	0 to 10
<b>Total number of places</b>	5
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	23 February 2017

## Information about this early years setting

The childminder registered in 2010 and lives in Tunbridge Wells, Kent. She operates all year round from 7.30am to 6pm, Monday to Friday. The childminder provides funded early education for three- and four-year-old children. She holds a relevant childcare qualification at level 3.

## Information about this inspection

### Inspector

Alison Martin

### 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 together to discuss the childminder's intentions for children's learning.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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