

# Childminder report

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Inspection date: 7 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 are happy to attend the childminder's setting. Their independence and self-confidence are well supported. Children move freely around the setting, choosing what they want to play with. They engage in a variety of activities that support their learning and development.

Children form strong relationships with the childminder and her team. Children readily seek them out for cuddles and comfort, demonstrating that they feel safe and secure. Children have high levels of confidence in their abilities and social situations. For example, during a group activity, children happily pass the ball to each other. They learn to share and take turns. The younger children are supported to understand the importance of this. Children confidently engage in conversations with visitors, as well as with the childminder and each other.

Children develop a strong sense of emotional well-being. They take part in routine physical activities, such as dancing and exercising to music. This helps them to learn about the importance of exercising for their health. Children enjoy regular outings to the local parks. Children manage their personal needs well. They feed themselves, cut their fruit and pour their drinks. Children gain a good understanding of healthy eating and adopt healthy habits.

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

- The childminder has high expectations for children. She builds a curriculum that is well sequenced. For example, children learn about space through a variety of activities that interest and challenge them. This helps them to understand and consolidate their learning. The childminder creates opportunities for children to engage in meaningful conversations. However, at times, the childminder's colleagues do not allow enough time for this to happen. For instance, the team acknowledge children's comments about the 'lava' but moves quickly to next stage of the experiment.
- The childminder and her team know their children well. They plan effectively to support children's development and learning. The childminder gathers information from parents prior to the children starting. This enables them to follow the interests of the children, while providing activities that engage and challenge them. The childminder supports children's mathematical development well. She introduces positional language, such as 'under', 'above' and 'around', into everyday activities.
- Children are keen learners and make good progress from their starting points. The childminder provides engaging experiences to help children develop an understanding of the wider world. For example, children learn how to say 'hello' and 'thank you' in Portuguese.

- Children are self-confident and independent. They can manage their own self-care. The childminder and her team support children to dress themselves. For example, children as young as two years take their coats and shoes off independently. They listen intently to children's requests and needs. Children share ideas and experiences with the childminder.
- Children behave well. They understand and follow the setting's rules. They are polite and respectful to each other, the childminder and her team. Children say 'please' and 'thank you'. The childminder supports children well to resolve any conflict that occurs. This helps them to develop resilience.
- The childminder supports the children's well-being. She has a well-embedded routine to support all children, including those who will transition to school. For example, the children understand the importance of tidying the toys away when they finish playing with them.
- The childminder works closely with her team to ensure that high-quality care and education are maintained. They meet regularly to discuss topics and activities of learning, and how to provide for each child's needs. There is a good settling-in process. This is evident from the relationship between children and their carers.
- Partnerships with the parents are good. Parents comment that they are kept informed of their children's progress and their day-to-day activities. Their views are taken into account. The childminder works closely with them to find out about their children's interests, personalities and preferences. She works collaboratively with parents to support their children's development and learning, both at the setting and at home.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her co-workers have a secure understanding of their roles to safeguard and protect children. They complete regular training to ensure their child protection knowledge remains up to date. The childminder and her colleagues have a good knowledge of the signs and indicators of abuse and how to identify and report any safeguarding concerns about a child or adult. They have a good understanding of the wider aspects of safeguarding, such as radicalisation and county lines. The childminder maintains meticulous documentation, such as risk assessments, and has comprehensive policies to support her practice.

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

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

- support and extend children's experiences further by creating opportunities for meaningful discussions and learning.

## Setting details

<b>Unique reference number</b>	EY472362
<b>Local authority</b>	Kent
<b>Inspection number</b>	10228864
<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 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	13
<b>Date of previous inspection</b>	12 September 2016

## Information about this early years setting

The childminder registered in 2014. She lives in Gravesend, Kent. The childminder is available to work from 7am to 7pm each Monday, Wednesday and Friday, for most of the year. The childminder receives funding to provide free early education for children aged two, three and four years. The childminder holds an appropriate level 3 childcare qualification.

## Information about this inspection

**Inspector**  
Oshra Murphy

## 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 led the inspector on a learning walk to show how she organises the areas used by the children and to discuss her aims for the early years curriculum.
- The inspector observed the interactions between the childminder, her team and children and assessed the impact that this is having on children's care, learning and development.
- Discussions were held with the childminder, her team and children at appropriate times throughout the inspection.
- The inspector carried out joint observations of group activities with the childminder.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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