

# Childminder report

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Inspection date: 20 April 2022

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|------------------------------|-------------|
| <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 very happy and content in the childminder's care. They are confident to explore their surroundings and know where they can play independently. Children enthusiastically request to play outdoors and share ideas as to what they want to play with. Children have a close relationship with the childminder. They happily express their emotions of surprise, wonder and excitement during their play.

Older children play well with each other. They negotiate and cooperate and show good skills to work alongside each other. They question each other's play, ask each other for help and celebrate each other's achievements. For example, children build towers with magnets and compare the height of their towers. Younger, less-confident children play in their own space but show an awareness of others around them. They are reassured by the routines of the day, such as snack and lunchtime.

Children thoroughly enjoy exploring and experimenting in their play. They work out how to use new equipment together. They learn to suck up the water using pipettes and to squirt it out again. They squeal with joy as they get each other wet. They discover that some resources hold the water and others have holes which let the water back out. They share discoveries with great enthusiasm, telling both adults and children how it works.

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

- Older children confidently express themselves verbally with gestures and expression to elaborate their communication. They use complex sentences to explain their play. The childminder introduces new words and vocabulary, and she questions children's understanding constantly. However, the childminder does not always use effective forms of communication for younger, less-confident children. Therefore, they do not always have the support to help them to express their needs and wants.
- The childminder provides positive, challenging and stimulating experiences, especially for the most able children. She supports their enthusiasm to try new activities and encourages new skills and tasks. For example, she encourages children to complete complex activities. She gives clear instructions and asks questions to help children to think critically and to solve problems.
- The childminder introduces language and mathematical concepts into children's play. She uses children's past experiences to discuss how to complete complex puzzles and what the people in the puzzle are doing. However, the childminder does not always use her assessment of what children know and can do to support their further development. For example, young children use skills of sorting, organising and lining objects up to make sense of their play. However,

the childminder does not always use these skills to support the next stage in their learning.

- The childminder is eager to keep up to date with new information, practice and skills. She seeks support through local childminding groups and forums. She openly shares her experiences with other childminders and uses their shared knowledge to enhance the quality of service for families.
- Parents comment positively about the care their children receive. They appreciate the childminder's flexible approach. The childminder works closely with families and is aware of their personal circumstances to support children's ongoing emotional and physical well-being.
- The childminder positively supports children to be ready for their transition to school. She talks to children about going to school, their uniforms, the school building and the new friends they will meet. She helps to develop their independence and their confidence to try new skills and to develop relationships with each other.
- Children have a good understanding of healthy lifestyles. They talk confidently about healthy foods, their likes and dislikes and the need to drink water to keep their bodies healthy. Children remind others to wash their hands after toileting and outside play. They eagerly find towels to wipe their hands after outdoor play and water play.
- Children show a clear understanding of right and wrong. They confidently inform the childminder when they feel that one of their friends is acting inappropriately and can explain their actions.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust knowledge of the procedures to follow if she has a concern about children in her care. She understands the signs and symptoms of abuse and who to report concerns to. She supports children's understanding of how to keep themselves safe. She discusses everyday safety with children, such as going out in the garden and making space for each other's activities and play. The childminder carries out thorough risk assessments of outdoor play areas within the local community to help to extend children's physical abilities within a safe and secure environment.

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

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

- provide purposeful engagement and conversation for younger, less-confident children, when playing with a large group of children
- develop a more robust knowledge of how individual children learn, to fully support their ongoing development.

## Setting details

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|--|---|
| <b>Unique reference number</b>                     | EY405672  |
| <b>Local authority</b>                             | Kent  |
| <b>Inspection number</b>                           | 10228522  |
| <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>                      | 5   |
| <b>Number of children on roll</b>                  | 6   |
| <b>Date of previous inspection</b>                 | 21 November 2016  |

## Information about this early years setting

The childminder registered in 2010 and lives in Five Oak Green, near Tonbridge, Kent. She operates all year round from 7.30am until 6pm, Monday to Friday. The childminder provides funded early education for four-year-old children.

## Information about this inspection

### Inspector

Claire Parnell

### 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 spoke to the inspector about her intentions for children's learning.
- The inspector spoke to children to find out about their time at the setting.
- The inspector observed the interactions between the childminder and the children.
- 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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