

# Childminder report

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Inspection date: 24 May 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, content and show good independence skills. They are very aware of their play environment and make choices as to where they want to play. They have positive relationships with the childminder, who openly gives reassurance and love towards the children. Children thoroughly enjoy cuddling up to the childminder, looking at books together and laughing together during their play.

Children love to explore with natural materials. They experiment with water and mud, extending the play themselves by using their feet and hands in the water to make prints on the patio. They experiment further with squeals of joy, sharing their experiences with each other. They explore further by using different tools and resources that the childminder makes available to them. They show curiosity and inquisitiveness by splashing and watching what happens to the water in the tray.

Children have positive relationships with each other. They develop close friendships and are eager to see each other each day. The childminder introduces children to large group activities within the local community to support their social skills and cooperative play. Children learn to think through social situations together, trying to work out disagreements and upsets themselves.

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

- The childminder provides challenging and stimulating experiences and play. She uses children's interests to create play that they enjoy and want to participate in. For example, children enjoy arts and crafts. She introduces different resources that extend their imaginations, sensory experiences and creative minds. She carefully weaves in other aspects of learning through conversation and mathematical concepts.
- The childminder knows the children well and is very aware of their personalities, characters and the way they learn best. She has a clear knowledge of where they are in their development and what she has identified as the next stage of their development.
- Children choose from a good range of resources. They lead their own play, transporting resources and their experiences to different areas around the house, both indoors and outdoors. The childminder uses effective questions to extend their play, using her expertise to challenge and extend their learning through the activities of their choice. However, the childminder does not consistently allow children time to think and respond to her questions to fully support their critical thinking and problem-solving.
- Children understand about healthy lifestyles. They frequently ask for their drinks of water, being reminded by the childminder about the importance of drinking in

hot weather. They make healthy choices at lunchtime and try new foods to promote their appetites.

- Children are confident to hold conversations with the childminder and their peers. They extend their vocabulary by listening to words that the childminder introduces in their play. The childminder encourages the use of new words through repetition and discussion. Children use plentiful gestures and expressions as well as spoken words to express their needs and wants.
- Parents make positive comments about the care their children receive. They feel reassured that children are safe and secure and happy in their play. They comment that their children are making good progress with the childminder. They comment that they receive plentiful information from the childminder about their progress and how to support their ongoing development.
- The childminder encourages children to explore their movement with large and small movements, helping to develop muscle groups. They jump on the trampoline following safety information and use small tools to extend their dexterity. However, the childminder sometimes expects more from children regarding the complexities of movement. She does not fully understand how children develop the muscle strength to prepare for such tasks as making marks and writing.
- The childminder has a positive attitude towards her professional development. She is eager to learn new practices that support the children in her care. She gains support through professional bodies and a childminding network. She shares ideas and knowledge with other local childminders.
- The childminder provides enthusiastic encouragement to entice children into each other's play. For example, some children show a keen interest in playing outside, whereas other children prefer to play indoors. She sparks children's imaginations to entice them into play situations that they do not normally participate in.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of safeguarding procedures. She is confident to follow guidance if she has a concern about a child in her care. She attends regular training and has information with regard to promoting the ongoing welfare of children. Children play in a safe and secure environment and learn what is safe for them to do according to their ability. The childminder is mindful of children's safety when on outings. The childminder has the relevant documentation to demonstrate her ongoing suitability to care for children.

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

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

- develop a clearer understanding of how children develop small muscles to promote the skills they need to develop pre-writing skills
- provide children with additional vocabulary and time to answer questions to extend their communication and language skills and to challenge their critical thinking and problem-solving.

## Setting details

<b>Unique reference number</b>	EY445554
<b>Local authority</b>	Kent
<b>Inspection number</b>	10228661
<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 3
<b>Total number of places</b>	4
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	28 November 2016

## Information about this early years setting

The childminder registered in 2012. She lives in Northfleet, Kent. The childminder provides care from Monday to Wednesday, all year round. She holds a qualification at level 3.

## Information about this inspection

### Inspector

Claire Parnell

### 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 spoke to the inspector about their intentions for children's learning.
- The inspector spoke to children, to find out about their time at the setting.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector carried out joint observations of craft activities with the childminder.

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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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