

# Childminder report

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Inspection date: 25 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 have a warm bond with the childminder and show they feel happy and secure in her care. The childminder provides a safe, welcoming and homely environment. Children confidently make independent decisions about what to play with from a range of resources and activities.

Children enjoy their time in the childminder's gentle and nurturing care. The childminder has high expectations for children's behaviour. Children behave well and play happily alongside the childminder. They learn to manage their own feelings and behaviour well, and the childminder supports their personal needs effectively. For instance, children refer to a familiar story to express their feelings. They engage in meaningful conversations with the childminder about how they are feeling and why.

Children enjoy opportunities to develop their physical skills. They have a good understanding of effective hygiene practices. They know to wash their hands frequently to remove any germs. Children visit local parks and toddler groups where they have opportunities to socialise with a larger group of children and develop their balance and coordination. Children acquire a good range of key skills in preparation for the next stage in their development and the move on to school.

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

- The childminder has a good knowledge of where children are in their learning, the progress they have made and what they need to help them move forward. She regularly assesses and monitors children's progress. This enables her to recognise promptly if there are any gaps in their learning and implement strategies to ensure that these gaps are swiftly closed. However, the childminder has not fully developed partnerships with the other settings that children attend. This means that they do not consistently work together to support children in their next stages of learning and development.
- Children have great fun while they are in the childminder's care. They enjoy exploring the wide range of resources and equipment and have positive attitudes to learning. Children become engrossed in spontaneous opportunities, such as exploring toy bugs in the mud. The childminder enhances children's learning effectively. For example, she provides children with magnifying glasses, which enables them to take a closer look at the finer details of the insects.
- The childminder supports children's early communication skills well, particularly when children are learning English as an additional language. She clearly emphasises key words within her interactions, introduces new vocabulary and models the correct pronunciation of words. This helps to support children's understanding and speaking.

- The childminder provides children with lots of opportunities to develop their early mathematical skills. She teaches children how to count during activities and they learn about concepts such as size and number.
- Children develop a love of books and they are confident to select books to read both independently and with the childminder. Children enjoy talking about the pictures and what they know about the characters in the story. They listen intently as the childminder uses different voices and story props to make the story come alive.
- Partnerships with parents are strong. The childminder exchanges frequent information with them about children's progress. The childminder gathers detailed information about children's routines, likes and dislikes before they start. Parents are very complimentary about the setting and the childminder. However, the childminder does not consistently consider ways to involve parents in extending their children's learning at home.
- Children develop a good understanding of diversity beyond their immediate family. For example, the childminder ensures that the environment has positive cultural images, books and role-play resources for the children to explore.
- The childminder is reflective and regularly evaluates her childminding provision. She engages in professional discussion with her assistants to monitor their practice, share ideas and consider ways to enhance the service they provide. For instance, the organisation of outdoor resources has been enhanced to help children make independent choices and follow their own interests. The childminder and her assistants attend regular training to ensure that their knowledge remains up to date.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder can confidently identify the signs and symptoms that may indicate that a child is at risk of harm. She keeps well informed about her local safeguarding procedures and knows who to contact if she has any concerns. The childminder ensures that children are continuously supervised while in her care and supports them to assess their own risk. The childminder ensures that her assistants have an up-to-date knowledge of the signs that children may be at risk of harm. She follows robust recruitment procedures to ensure the suitability of staff working with children. Regular checks on the environment help the childminder to swiftly identify and eliminate potential risks to children.

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

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

- develop partnership working with other settings children attend, to consistently support their next steps in learning

- consider ways to further provide parents with ideas and guidance about how they can continue to support their children's learning at home.

## Setting details

<b>Unique reference number</b>	125956
<b>Local authority</b>	Kent
<b>Inspection number</b>	10228217
<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 10
<b>Total number of places</b>	12
<b>Number of children on roll</b>	20
<b>Date of previous inspection</b>	23 November 2016

## Information about this early years setting

The childminder registered in 1999 and lives in Ashford, Kent. She operates from Monday to Friday for most of the year. Occasionally, the childminder works with an assistant.

## Information about this inspection

### Inspector

Kimberley Luckham

### 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 inspector had a tour of the premises with the childminder and discussed how the early years provision and the curriculum are organised.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder and assistant about children's achievements and looked at relevant documents, including evidence of the suitability of the assistant and persons living in the household.
- The inspector took account of the views of parents from their written statements provided for the inspection.

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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