

# Childminder report

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Inspection date: 27 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 love coming to this homely and welcoming setting. They settle well and look forward to seeing the organised activities on offer. Children enjoy a curriculum that appeals to their interests. This engages their curiosity, and they take part in activities that encourage them to practise sharing and teamwork. As a result, behaviour is good. The childminder encourages children to show each other respect and praises them for using good manners. Children form secure relationships with the childminder, who is kind and gentle. They are happy and confident and enjoy their time at the setting. Children are confident to lead their own learning and make choices about what they want to play with or do.

The childminder has a wealth of knowledge, which she uses as the basis of her practice to support children's learning and development. She ensures children have frequent opportunities to get to know their local area and socialise with other children. For example, children visit local centre groups and visit the local aerodrome. They stand in awe and wonder as they watch people parachuting from planes. Children develop skills in communication and language and learn new words that relate to the various air travel vehicles.

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

- The childminder's knowledge and understanding of children ensure that children make good progress. Any delays are quickly identified, and the childminder works hard to build relationships with external agencies and therapy services. This means that all children experience well-tailored activities that enable them to develop within their age and stage of development.
- Children enjoy activities that appeal to their curiosity and encourage them to find out more. For example, the childminder uses information books and magnifying equipment that support children to find out about minibeasts. They travel to the local woodland to explore the wider environment and extend their learning about the natural world.
- The childminder uses effective questioning to find out about children's knowledge and to revisit previous learning. However, she does not consistently give children enough time to respond. As a result, she does not make the most of all opportunities to check if learning has been fully embedded.
- The childminder and her co-childminder evaluate their practice effectively. They use funding to provide children with an exciting and engaging curriculum, indoors and outdoors. For example, children have many opportunities to explore mathematical concepts as they count natural items such as pine cones and acorns. They enjoy observing the rain gauge that supplies water for the vegetables in their growing area. Children develop communication and language skills as they learn new words associated with the exciting and engaging

resources.

- The childminder provides opportunities for children to practise skills that will help them in their next stage of learning. Resources ensure that children develop their early mark-making and writing practice. At times, however, the childminder does not consistently take the chance to support children's recognition of letters and the sounds they make. As a result, children miss out on key opportunities to develop their early literacy knowledge.
- Parents praise the childminder's care and communication. They comment that she communicates well and ensures that she keeps parents up to date with a daily diary of activities. Parents mention the provision of an information pack prior to their children starting and are reassured by the policies and procedures shared. They compliment the childminder's efforts to celebrate the children's own cultural practices, such as the celebration of Diwali. This ensures that families feel valued under the childminder's care.
- The childminder is eager to learn and to develop herself constantly. She sources online learning that supports new and fresh ideas. As a result, children experience activities and resources that mean that they achieve the best possible outcomes.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities towards the children in her care. She checks her home daily to help her identify and remove any hazards. She supervises children closely in her home and outside, with the help of her co-childminder. Children are kept safe on outings because of careful planning and risk assessments. The childminder can recognise the signs of abuse and neglect. She knows any concerns must be reported and has completed relevant training. The childminder works effectively in partnership with parents to support children's needs. She gathers useful information about children when they join her provision, to help her cater for their health and dietary requirements.

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

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

- enhance professional development to improve the teaching of phonics, to strengthen children's recognition of letters and the different sounds they represent
- strengthen questioning techniques to give children the opportunity to think and respond, in order to assess learning outcomes effectively.

## Setting details

<b>Unique reference number</b>	156699
<b>Local authority</b>	Kent
<b>Inspection number</b>	10228288
<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 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	14
<b>Date of previous inspection</b>	19 January 2017

## Information about this early years setting

The childminder registered in 2001. She provides childcare from Monday to Friday. The childminder regularly works with one of two registered assistants and a registered co-childminder. The childminder provides funded places for children aged two, three and four years old. She holds an appropriate childcare qualification.

## Information about this inspection

### Inspector

Kate Williams

### 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 showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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 documents 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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