

# Childminder report

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Inspection date: 21 June 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 enjoy exploring their surroundings. They like to seek out one another to share experiences and willingly join in with group activities. For example, children have fun taking part in singing songs and rhymes together. Children are settled and feel safe. This reflects the secure relationships they have established with the childminder.

Children have positive attitudes towards their learning. They are developing their curiosity as they learn about different insects and bugs. For example, they enjoy exploring the garden to see what insects they can find. Children talk confidently, naming the bugs they can see, such as beetles, woodlice and caterpillars. The childminder has high expectations for children's behaviour. The childminder provides clear explanations to the children to develop their understanding. For example, children learn about how to use the climbing equipment correctly in order to keep themselves safe. As a result of this, children develop their confidence and physical strength.

Children behave well and demonstrate a good understanding of the routine. They learn to care for the resources and equipment as they willingly take part in tidy up time. Children receive positive praise and encouragement for helping, which reinforces their understanding of accepted behaviour.

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

- The childminder has a good understanding of children's development. She can identify specific areas children are working on and uses children's interest to engage them. The childminder also uses information shared by parents to extend children's interests. However, at times, there is a lack of consistent challenge for the oldest children. This will have an impact on the children's attitudes and interests towards learning.
- The childminder supports children's independence. Children learn to put on their shoes independently and can attend to their own toileting needs. This highlights the opportunities that are available to children to prepare them for the next stage in their learning, for example transitioning to school. The home-from-home environment is inviting to the children, allowing them to develop their confidence and have a sense of belonging.
- The childminder communicates well with the children. She listens to their ideas and is accommodating in supporting their interests. For example, children are provided with tools to support their small-muscle skills as they hunt for bugs around the garden.
- The childminder offers children a variety of opportunities to develop their physical strength and coordination. The children enjoy accessing the outdoor

spaces available to them. For example, they have fun using the climbing equipment and feeding the chickens. Children also take part in regular outings, walking around the local area. This develops their understanding of their local community and the wider world outside of their home environment.

- The childminder supports children's understanding of their behaviour by providing clear explanations. For example, she teaches them about security and the importance of keeping the gate closed. However, the childminder's use of questioning could be improved to review children's understanding and fully embed their knowledge.
- The childminder knows the children very well. This means she can identify any gaps in children's learning and implement the appropriate level of support required. The childminder works with another childminder who is the designated special educational needs and/or disabilities coordinator (SENDCo). This means that any children who may have special educational needs and/or disabilities can receive the support they need. The SENDCo is confident in contacting local agencies for support and advice.
- Parents have very good relationships with the childminder. They feel their children make significant progress in their development and arrive happily at the setting. Parents make positive comments about the nurturing level of care the childminder provides.
- The childminder is reflective in her practice and adapts in the moment. She can recognise when something may not be working well and makes changes to provide better opportunities for children. The childminder engages in regular online training to keep her practice up to date. She has effective communication systems in place to share new ideas with her co-childminders and assistants.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder understands her responsibility to safeguard children. She has a good understanding of the signs and symptoms of abuse and can identify potential risks to children. The childminder is also aware of potential extremist views, including the 'Prevent' duty and female genital mutilation. She knows what steps to take if she was concerned about a child. The childminder also knows what to do if an allegation was made about a colleague or family member of her co-childminder. The childminder ensures children are well supervised throughout the time in her care as she communicates regularly with her co-childminders and assistants about the positioning of the children.

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

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

- plan activities to offer challenge more effectively to older and most-able children,

to help them make even better progress

- use more open-ended questions with children to promote further challenge and thinking.

## Setting details

<b>Unique reference number</b>	EY460960
<b>Local authority</b>	Kent
<b>Inspection number</b>	10228802
<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>	9
<b>Number of children on roll</b>	23
<b>Date of previous inspection</b>	24 January 2017

## Information about this early years setting

The childminder registered in 2013 and lives in Allington, near Maidstone in Kent. The childminder offers care from Monday to Thursday, 8am to 6pm. She works with two other childminders and has assistants. The childminder receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Jasmine Nelson

### 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 provider and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector talked to the childminder at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector via messages.
- 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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