

# Childminder report

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Inspection date: 7 July 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 happy and safe in the childminder's setting. They develop close relationships with the childminder, who is attentive and sensitive to their individual needs. Children enjoy cuddles and ask for help when they need it. They enjoy the time they spend at this warm and welcoming setting. When playing independently, children spend a time concentrating on their chosen activity. For example, they enjoy playing 'cooking' and feeding the dolls.

Children's physical health, self-care skills and independence are supported well. For example, children are encouraged to dress themselves when trying on different outfits. The childminder helps children to effectively wash their hands by role modelling. Children show that they learn and understand this through their own play experiences. For instance, while playing in the 'kitchen', children 'wash' their hands before they 'cook'. They are praised for their efforts and achievements.

Children behave well. They benefit from a consistent routine. This helps them understand and know what is happening now and what will happen next. Children follow the childminder's house rules. For instance, they know they take their shoes off when they come in from the garden. They are polite and respectful. Children tidy up the toys after playing and say 'please' and 'thank you'.

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

- The childminder has a clear intent for the curriculum she provides, and for what she would like the children to learn. This is informed by the children's current developmental stages and individual interests. The childminder effectively implements her intent and ensures that the activities are organised to support all children's development. She uses observations and assessment effectively to identify and plan for children's next steps in their development.
- The childminder's environment is suitable and safe. Children, generally, are able to choose their own resources and activities. However, resources are not consistently and freely available to children to help them to independently extend their own learning.
- Children make good progress in their communication and language development. The childminder talks to children as they play. She uses the correct punctuation and introduces new words to the conversation. For example, the childminder introduces the word 'broccoli', while talking about the vegetables and fruits in the play kitchen. Generally, the childminder asks relevant questions to promote children's thinking skills. However, at times, she does not consistently allow children enough time to process, respond and work things out for themselves before answering herself.
- The childminder encourages children to count and identify common shapes and

colours throughout their play. Children begin to learn some simple mathematical concepts. They point and say the names of simple shapes around the childminder house, such as 'oval like an egg'.

- The childminder acknowledges the impact COVID-19 pandemic has had on children's development and learning. She recognises that some of the children's physical and social development has been affected. The childminder provides children with plenty of physical activities and outings to support their physical development. For instance, children go to the local parks and soft play settings, where they can climb, run and take age-appropriate risks. She meets regularly with other childminders. This allows children to socially interact and form friendships.
- Partnerships with parents are good. Parents are pleased with the progress that children make. They say that they receive regular information and updates about what their children learn and achieve. This is done through a contact book, face-to-face feedback and messages. Parents report that the childminder is approachable and supportive. She listens and respects their views and ideas.
- The childminder is aware of the importance of keeping her knowledge of current changes up to date. She attends various courses, both online and face to face. This helps her support children in their learning and development.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good awareness of all aspects of safeguarding, including extremism and female genital mutilation. She fully understands her role and responsibilities in keeping children safe from harm. The childminder knows what to do and who to report to when she has a concern about a child or an adult. She attends regular refresher courses to keep her knowledge of safeguarding up to date. Children play in a safe and secure environment. They are closely supervised by the childminder. Children take part in regular fire evacuation practices to ensure that they know what to do in an emergency.

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

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

- improve the environment further, allowing children more choices in choosing their own resources and activities, in order to support their self-confidence and independence
- allow children more time to process and respond to questions asked of them, giving them opportunities to work things out for themselves.

## Setting details

<b>Unique reference number</b>	125317
<b>Local authority</b>	Kent
<b>Inspection number</b>	10228211
<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 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	9 September 2016

## Information about this early years setting

The childminder registered in 1998. She lives in Swanley, Kent. The childminder cares for children Monday to Friday, from 6.30am to 6.00pm, all year round. The childminder holds relevant level 3 qualification. The childminder accepts 3 year old funding.

## Information about this inspection

### Inspector

Oshra Murphy

### 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 her evaluation of the provider.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector took account of the views of parents through written feedback.
- The inspector observed interactions between the childminder and children, and reviewed the impact on children.
- The childminder spoke with the inspector about her curriculum and what she wants children to learn.
- The childminder provided the inspector with a sample of key documentation.

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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