

# Childminder report

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Inspection date: 7 July 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 build secure and trusting relationships with the friendly childminder. They settle easily and enjoy moving around freely in a well-planned environment. For example, children often choose to play in the garden and become absorbed playing in the sand tray or building with blocks. The childminder supports children's learning well. Children eagerly involve her what they are doing. They show off the tall tower they have made.

The childminder helps children learn to respect each other and offers an inclusive setting. She has high expectations for all children in her care. The childminder skilfully assesses when to provide support for children and when is the right time to allow children space to explore. The childminder playfully helps children to consider each other as they play. As a result, children behave well.

The childminder has carefully considered the impact of the COVID-19 pandemic on the curriculum she plans. She works closely with another childminder to help children have good social experiences. For example, they meet regularly and complete joint activities. As a result, children have made good progress in their social development from their individual starting points.

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

- The childminder plans a curriculum with varied learning experiences that benefit children. She has a secure knowledge of their development and seeks additional support for children where needed. The childminder works well with other professionals and parents to help children close gaps in their development. Consequently, children receive good continuity in their learning and make good progress.
- Children learn about how to keep themselves healthy. They relish the opportunity to water the vegetables they have grown and taste them. Children talk about what food is healthy to have in their lunch boxes. The childminder supports them well to consider why their water butt may be empty and where else they can get water from. Children take part in regular music and movement sessions. The support for children's physical development is effective.
- The childminder has consistent routines in place to support children to manage their own hygiene needs. For example, children understand to wash their hands before eating and learn to wipe their own noses. The childminder encourages children to have a go at trying to manage more difficult tasks, such as opening packets. As a result, children are confident and self-assured.
- Parents appreciate the service the childminder offers. They comment about the amazing care and support for both themselves and their children. The childminder encourages parents to read the information she chooses to record

about children's learning. Parents are kept up to date with children's progress. The childminder helps parents to be involved in their children's day by sharing what they have been doing.

- The childminder supports children's language development effectively. She knows where children need further support and works with parents to put this in place. The childminder engages children in good discussions and role models language well. For example, children learn that watermelon is juicy and fruit can taste sharp. Children including those with special educational needs and/or disability (SEND), are ready for their next stage of learning at pre-school or school.
- Children show curiosity and interest as they learn. For instance, they begin to pose questions about what colour might appear when water touches a tissue. The childminder warmly praises children for their efforts. However, at times, the childminder does not fully extend children's learning of specific concepts to help them make even more progress.
- The childminder sometimes works with an assistant. She ensures that he has a secure knowledge of safeguarding matters and the procedure to follow if he has any concerns. The childminder knows that he is aware of how her setting runs and parents know the arrangements in place.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to keep children safe. She has a solid understanding of what could pose a risk to children. The childminder knows how to escalate her concerns and involve wider agencies to offer support. She has a secure knowledge of her role to ensure that her setting remains safe for children. For example, she risk assesses well to understand the wide range of areas that could impact on children's safety. The childminder shares this with children. She role models discussions to help them understand about their own safety. For instance, she talks to children about moving toys around and why they should keep their fire exit clear.

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

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

- continue to develop the quality of teaching to extend the support for children to learn more detailed information and concepts to help them make even more progress.

## Setting details

<b>Unique reference number</b>	EY476392
<b>Local authority</b>	Kent
<b>Inspection number</b>	10216440
<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 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	13
<b>Date of previous inspection</b>	9 September 2016

## Information about this early years setting

The childminder registered in 2014 and lives in Northfleet, Kent. She offers care all day on weekdays for 48 weeks of the year. The childminder works with assistants. She receives funding for free early years education for two-, three-, and four-year-old children

## Information about this inspection

### Inspector

Sarah Taylor-Smith

### 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 and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector read reviews from several parents during the inspection and took account of their views.
- 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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