

# Childminder report

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Inspection date: 16 August 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

The childminder is warm and gentle and welcomes children into her engaging environment. Children's emotional and social development is promoted well. They are very familiar with the routines of the day. Children are encouraged to identify how others may be feeling as a result of certain circumstances. For example, they explore the emotions of a character in a story and use their knowledge to find the doll that matches the same feelings. They understand the effect of certain behaviours and know the difference between right and wrong. This helps the children to feel secure and safe in the presence of the childminder and their friends.

Children enjoy a wide range of resources that are appropriate to their age and stage of development. They have good opportunities to develop their creative skills. For example, they use percussion instruments to match the rhythm of the childminder playing her saxophone. Children develop new vocabulary as they learn words to different songs. They enjoy activities that appeal to their imagination and creativity. For example, they find alternative paintbrushes to paint with, such as flowers joined to sticks.

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

- The childminder provides a broad curriculum to teach children a good range of skills and knowledge. She observes and accurately assesses what children know and can do. The childminder uses children's interests to plan learning experiences. However, at times, during adult-directed play, the intention of what she wants children to learn is unclear. This means that she does not focus activities sharply enough on the specific knowledge that children need to learn.
- The childminder models good behaviour and treats the children with respect. Children understand the childminder's high expectations. They share, have good manners and enjoy looking after the childminder's pets. Children develop a positive awareness of their own uniqueness and other people's differences, such as through their sharing of information about their heritage and cultural traditions. Children learn about each other's families and backgrounds. They enjoy comparing the similarities and differences between them and people in the wider world.
- The childminder weaves some additional learning into children's play. However, she misses opportunities to fully extend older children's mathematical learning, such as for size. For example, children enjoy measuring people's heights and the block buildings they have created. The childminder misses chances to use equipment such as measuring tapes correctly and to encourage children to apply the language associated.
- Children have lots of opportunities to exercise. For example, they visit the local

outdoor parks and practise the physical skills they need to negotiate the various equipment. The childminder encourages families to make healthy choices about the food that they bring to eat. Children develop a good knowledge about healthy lifestyles.

- The childminder has clear settling-in procedures in place. She works with parents to gather information about children's interests. This enables the childminder to plan activities that children will enjoy, which ensures their sense of belonging. The childminder works with parents to identify children's starting points in their learning to help her to decide what children need to learn next.
- Parents are extremely complimentary about the childminder. They receive regular updates about their children and see the service as a 'home from home'. Parents comment that children love coming to the childminder's setting and receive enjoyable and stimulating learning experiences.
- The childminder is well organised. She is developing her own professional development by attending further training. She evaluates her practice effectively and uses information she acquires through training to improve the quality of the learning experiences she provides for children. The childminder is committed to helping children to develop the key skills they need to be ready for school.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to keep children safe. She can confidently recognise the signs that may indicate a child is at risk of harm. The childminder knows the procedures to follow if she has concerns about children's welfare. She attends training to ensure that she is up to date with safeguarding issues. The childminder understands what to do if an allegation is made against her or a member of her household. Robust risk assessments are carried out. Furthermore, the childminder reminds children of how they can keep safe during their play and learning.

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

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

- strengthen planning to ensure that the learning intent is precise for each adult-directed activity
- strengthen the teaching for mathematics, to better support older children's mathematical knowledge and skills.

## Setting details

<b>Unique reference number</b>	EY398646
<b>Local authority</b>	Kent
<b>Inspection number</b>	10063802
<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>	4 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	18 August 2015

## Information about this early years setting

The childminder registered in 2009 and lives in Minster on Sea, on the Isle of Sheppey, Kent. She operates before and after school and during school holidays all year round, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Kate Williams

### 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 viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and the children.
- 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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