

# Childminder report

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Inspection date: 18 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

Children thoroughly enjoy their time with the childminder. They have lots of opportunities for learning as they explore the well-equipped playroom and outdoor classroom. All children are making good progress. The childminder provides all-weather facilities, which enables them to enjoy lots of exercise and fresh air. Children visit various places, such as the local park and woods. They love to get out in the local community.

The childminder has high expectations for children. She provides a curriculum that helps to prepare children for future learning. For example, to help to prepare children for school, the childminder provides activities that they enjoy, to develop their finger muscles. These include creating portraits of themselves, including distinguishing features. Younger children correctly grasp the writing utensils, showing good control. They use mirrors to see what colour their eyes and hair are. Older children use independent scissor skills to carefully cut out their facial templates. Children try their best and, as a result, take great pride in their achievements.

Children demonstrate, through their behaviour, that they are happy and feel safe and secure. They have formed strong bonds with the childminder. Children show their individual confidence and character as they socialise with each other. The childminder knows the children well and speaks about their various interests and next steps for learning.

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

- The childminder skilfully supports children's mathematical understanding. When playing with sparkly sand and cupcake cases, the childminder encourages children to discuss birthdays. They talk about the differences between their ages. The childminder models mathematical language, such as 'older', 'younger', 'higher' and 'lower', as children play. As a result, children are developing good skills and are beginning to understand simple mathematical concepts.
- The childminder positively supports children's speech development. She interacts constantly with children as they play. The childminder asks them questions and allows them plenty of time to think and respond. She models language well to help children learn how to pronounce words clearly. As a result, children are becoming confident communicators.
- Children enjoy imaginary games, such as making sensory 'soup' in the outdoor kitchen. They add pine cones that they have collected from the woods. The childminder supports children well by encouraging them to 'snip' herbs and flowers to add to their creations. Children delight in practising social skills, such as taking turns and engaging in conversation, as they role play drinking their

'hot' soup at the dinner table.

- Snack and mealtimes are sociable occasions. Children are encouraged to eat healthy snacks. They are actively involved in cutting their food independently, using plastic safety knives. The children are fascinated by the fact that the cucumber has grown from a plant in the garden.
- The childminder promotes children's unique characters and backgrounds well. She encourages them to notice what is the same and different about one another. For example, the childminder has a world map which displays the different holidays she has enjoyed with her family. Children ask questions and enjoy sharing their own experiences. They celebrate their uniqueness and what makes their family special.
- The childminder has established good partnerships with parents and other settings that children attend. Parents receive daily updates about what their children are learning. They describe the childminder as flexible and approachable. The childminder gives them advice on how to support children's learning at home. This provides a consistent approach to learning.
- The childminder promotes children's learning well overall. She is eager to learn and to constantly develop her skills and knowledge. The childminder sources online learning that supports new and fresh ideas. As a result, children experience activities and resources that they enjoy and that help them to make good progress. However, there are some occasions when the childminder does not recognise opportunities that arise to build on children's interest and engagement in spontaneous play to offer even greater challenge.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities towards the children in her care. She is aware of safeguarding issues and ensures that her records are updated well to reflect these. This helps her to keep children safe from harm. The childminder knows the possible signs and symptoms of child abuse and fully understands how to report child protection concerns. The childminder has a good awareness of a wide range of safeguarding issues, including the risks surrounding internet use by children. She checks her home to help her to identify and remove any hazards. The childminder supervises children closely in her home and outside. She provides clear boundaries to help children understand how to keep themselves safe.

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

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

- make better use of spontaneous opportunities that arise to build on children's interest in activities to extend their learning.

## Setting details

<b>Unique reference number</b>	EY426948
<b>Local authority</b>	Kent
<b>Inspection number</b>	10225850
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	16
<b>Date of previous inspection</b>	9 September 2016

## Information about this early years setting

The childminder registered in 2011 and lives in Ashford, Kent. She operates all year round from 7am to 6.30pm, Monday to Thursday. The childminder has a childcare qualification at level 3. She 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.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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