

# Childminder report

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Inspection date: 23 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 are confident and very aware of their environment. They have close friendly relationships with the childminder and her assistant. They develop effective attachments and feel secure within their play environment. The childminder and her assistant help children to make close friendships with other children in their care. Children explore their play space freely and confidently. They invite others into their play if they wish, but they are also confident to play on their own. Children are eager to learn and show a great pride in their achievements.

Children learn about healthy lifestyles. They use the toilet independently, but they confidently ask for help when required. They learn to wash their hands after toileting and before eating. Children talk about food that they like. The childminder and her assistant provide children with foods appropriate for their preferences, intolerances and cultural needs. Children enjoy outdoor play, getting fresh air and accessing drinks to frequently quench their thirst.

Children enjoy exploring natural materials, especially outdoors. They use these materials and accessible tools to support and extend their dexterity skills. Children scoop and manipulate rice and pasta, using them to fill up containers and to thread with. They use precise movements that develop their ongoing skills to support pre-writing and pencil control.

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

- The childminder and her assistant know the children well. They recognise children's traits of learning and use these and their interests to support their next steps in their development. They talk about children's home lives with them and encourage children to share their experiences with their peers. The childminder and her assistant talk to children about their families, their pets and changes in their lives. This helps to support children's sense of self.
- Children are confident communicators. They use verbal communication effectively, talking confidently about the activities they do at home and at the setting. Older children love listening to stories and recalling stories they heard in the past. They use the rhythm of the words and storyline to help them remember what is going to happen next. Younger children babble constantly, especially during child-led play. The childminder and her assistant introduce new vocabulary to enrich their speech and confidence to express themselves.
- Children learn about mathematical concepts. The childminder and her assistant constantly use mathematical language to describe position, amounts, shapes and colours. Children use these words freely in their play. However, sometimes, children are not encouraged to solve problems and think critically for themselves. For example, when children are on ride-on-toys, they are going in

different directions and they frequently crash into each other. The childminder and her assistant are not fully effective in using these opportunities to help children to resolve this problem and develop their understanding of keeping themselves safe.

- Children learn to negotiate and cooperate in their play. The childminder and her assistant sensitively support children's understanding of the impact of their actions on others. Older children learn to develop self-help skills, especially at snack time. They use tools to cut up fruit and talk together in social activities. However, younger children are not always as effectively engaged in large-group activities to help support their social and self-help skills.
- The childminder develops positive partnerships with parents. Parents make comments about the close bonds their children have with both the childminder and her assistant. They appreciate the flexible arrangements to support families' needs. Parents comment that the childminder shows particular care and attention to individual children's needs and the support for their ongoing transitions to their next place of learning.
- The childminder and her assistant liaise well with other settings that the children attend. The childminder shares information with other settings to help provide a consistent approach to children's learning and next steps in their development.
- The childminder and her assistant have a positive attitude towards their personal development. They reflect on their practice, recognising their good practice and developing their knowledge of practice they want to improve. They use information from parents to evaluate their service. They develop effective support networks with other childminders to engage in professional development.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a clear understanding of how to protect children from harm. They regularly update their knowledge through training and researching new information. They both have a robust knowledge of the signs and symptoms of abuse. Children play in a safe and secure environment, both indoors and outdoors. The childminder carries out effective risk assessments for when children are taken on outings. Children are supervised well, especially when using large play equipment.

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

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

- provide opportunities to extend children's critical thinking and problem-solving to help support their understanding of keeping themselves safe
- develop practice to provide all children with engagement and conversation

during group activities, to help support their participation, socialisation and speech development.

## Setting details

<b>Unique reference number</b>	156849
<b>Local authority</b>	Kent
<b>Inspection number</b>	10228292
<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 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	21
<b>Date of previous inspection</b>	4 November 2016

## Information about this early years setting

The childminder registered in 2001 and lives in Five Oak Green, near Tonbridge, Kent. She works with an assistant. Both are qualified to level 3. The childminder operates Monday to Friday, from 7.30am until 6pm, throughout the year. She offers funded places for three- and four-year-old children.

## Information about this inspection

### Inspector

Claire Parnell

### 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 showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views on 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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