

# Childminder report

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Inspection date: 25 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 happy to attend the childminder's home. They demonstrate that they feel safe and secure in the homely environment. For example, parents share how eager the children are on arrival each morning. They quickly separate from them at the door and excitedly ask the childminder what they are going to be doing. Children are happy and safe, and they flourish in the childminder's care.

Children behave well and have positive attitudes to learning. For instance, they engage well with a farm activity. Children are curious and concentrate for long periods of time as they explore the different textures of the 'animal food'. They are confident learners who readily share their ideas as they learn through play, responding positively to the childminder as she supports and extends their knowledge.

Children make good progress in their learning and development. The childminder has high expectations for all children. For example, she uses additional funding to hire specialist equipment to ensure that the environment is accessible to all children, including those with special educational needs and/or disabilities (SEND). This enables all children to make continued progress from their starting points across the seven areas of learning.

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

- The childminder knows her children well. This enables her to plan an effective curriculum that is built around their interests. For instance, children are highly engaged and motivated to learn as they explore numbers and colours using different-sized bears. They confidently share their ideas as they count and explore size and colour. The childminder supports the development of mathematical concepts well as she builds on their prior knowledge and extends their learning further by introducing new language consistently.
- Children benefit from being physically active every day. For example, the childminder visits various local attractions daily. This promotes children's emotional and physical health as they spend time outside in the fresh air. Children also have free access to the childminder's garden, that is safe and secure. However, the childminder has not fully considered the interests and needs of babies in the organisation of the outside environment. They do not have access to age-appropriate equipment to ensure that their needs are being met by providing opportunities for the development of their physical skills and independence in play. Although they play contentedly, their learning is not promoted as well when they are outside.
- The childminder has successfully created an inclusive setting that values and promotes diversity. For instance, all children regularly take part in activities that

support the development and learning of children with SEND. Children develop a good understanding of what makes them unique and different as they learn about the wider world around them. Relationships reflect a positive and supportive culture. Children are well prepared for their next stage of learning and life in modern Britain.

- The childminder has high expectations for children's behaviour. For instance, by sharing stories and role modelling positive behaviour, she consistently teaches the children about their emotions in an age-appropriate way. Children share resources well and invite the childminder into their play regularly. This impacts positively on their emotional wellbeing and development of character.
- Parents feel valued and part of the children's learning journey at the childminder's home. For example, she regularly shares information about their learning and development. Parents receive daily updates and share feedback, such as 'excellent methods of communication used'. This ensures that there is consistency in learning between the home and setting.
- The childminder is ambitious about offering high-quality education and care to all families that attend her home. For instance, she regularly completes a range of training to ensure that her knowledge has a positive impact and enhances her ability to teach an effective curriculum. She has built strong working relationships with outside agencies and schools and other relevant professionals to ensure that information is shared promptly. This has a positive impact on the outcomes for all children.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good working knowledge of safeguarding legislation and guidance to enable her to protect children in her care. She can confidently talk about a range of safeguarding issues that may impact on children, such as signs of abuse, county lines and radicalisation. The childminder has a firm understanding of the referral routes to take if she is concerned about the welfare of a child in her care. She keeps accurate and up-to-date information about children in her care, ensuring that information is shared in a timely manner. The childminder ensures that her training is kept up to date.

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

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

- review the outside environment so children's, and particularly babies', physical development and independence in play are better promoted.

## Setting details

<b>Unique reference number</b>	EY461632
<b>Local authority</b>	Kent
<b>Inspection number</b>	10228815
<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 2
<b>Total number of places</b>	5
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	18 October 2016

## Information about this early years setting

The childminder registered in 2013. She lives in Ashford, Kent. The childminder provides care all week, from 8am to 6pm, for most of the year.

## Information about this inspection

### Inspector

Nicky Webb

### 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 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.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.

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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