

Childminder report

Inspection date:

14 September 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children are happy, settled, confident and independent. For example, they are confident to choose their own play and find their own belongings. Children are eager to join in with the motivating activities that the childminder offers. For example, when children are engaged in a book about a worm, they go on to make a bug hotel. They are excited to have a look at what has visited as they tell each other 'Look, a real worm and a beetle'. Children enjoying using magnifying glasses to look more closely when examining the features of different bugs. The children enjoy learning about the natural world around them. For instance, they talk about tadpoles growing their legs and eventually turning into frogs. Children enjoy making unique art and explore mark making in interesting ways. For example, they use cotton wool attached to pegs to create different patterns.

Children behave well and are very polite. They share happily and patiently wait their turn. Older children are considerate of the younger children and help them to complete tasks. Children learn about the importance of healthy lifestyles. They talk about healthy foods at snack and independently follow the thorough hygiene practices. Children have good opportunities to develop their physical skills and learn to move in different ways. For instance, they confidently use challenging climbing and balancing equipment during regular trips to the park.

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

- The childminder gets to know children well. This includes their unique personalities, which help the childminder to plan activities and experiences she knows children will enjoy. Therefore, children remain engaged and have a positive attitude towards their learning. The childminder establishes secure and trusting relationships with all children. They have a good sense of belonging and positive levels of well-being. Children enjoy the company of the childminder. For instance, they are excited to play games, such as hide and seek, with her.
- The childminder evaluates her practice effectively. She reflects on how well she has engaged children in their daily learning experiences. The childminder talks to the children and includes their views and suggestions into the activity plans. She is keen to seek advice from others to support her practice. For example, she liaises with other childminders to share and gain new ideas. This helps her to ensure she keeps her children excited by new activities and experiences.
- The childminder is dedicated to continuing to develop her knowledge and skills. For example, she regularly completes independent reading and research and keeps up to date with any early years updates. She attends a wide range of beneficial training. For instance, she has recently learned about the different ways children play.
- The childminder establishes positive relationships with parents. She

communicates with them daily and keeps them fully involved and informed on their children's day and achievements. The childminder provides parents with helpful information. For instance, she shares resources and books on how to support children to become toilet trained.

- The childminder liaises with parents to ensure she knows about any information that has been shared with them by staff at other settings children attend. On the occasions when she picks children up from their setting, she shares a verbal handover of their day. However, she does not routinely communicate about the children's next steps and their achievements with the setting. Therefore, the childminder does not yet provide the highest level of consistency to the children's care and learning experiences.
- Overall, the childminder ensures her practice is diverse and inclusive. However, she does not yet consistently provide children with more extensive opportunities to learn about other people's similarities and differences outside of their own communities and experiences. For example, there are minimal resources to further support discussions, and the childminder is more confident to teach children about festivals that are more familiar to her.
- The childminder supports children's developing speaking and listening skills well. She gives older children time to think and then respond to her thought-provoking questions. The childminder supports younger children well. For example, she uses a wide range of facial expressions and tones of voice, and she reinforces the correct pronunciation of words.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of safeguarding and child protection. She fully understands the signs and symptoms to be mindful of that may highlight any potential concerns. The childminder knows who to contact to seek advice and how to raise and follow up any issues. She keeps her knowledge up to date. For example, she completes regular safeguarding training. The childminder completes thorough risk assessments to help minimise any potential hazards. She teaches children how to remain safe. For example, they learn about the importance of not approaching unfamiliar dogs during walks out in the environment.

What does the setting need to do to improve?

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

- improve partnership working with other settings children attend to ensure consistency in children's care and learning
- extend children's knowledge and understanding of other people's similarities and differences outside of their own communities and experiences even further.

Setting details

Unique reference number	EY152576
Local authority	Kent
Inspection number	10248236
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	3 November 2016

Information about this early years setting

The childminder registered in 2002. She is located in Tunbridge Wells, Kent. The childminder cares for children from Monday to Friday, 7.30am to 5.30pm, all year round. She receives funding to provide free early education for children aged three years.

Information about this inspection

Inspector

Kelly Hawkins

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 inspector carried out a learning walk with the childminder. The inspector assessed the impact of the quality of interactions and the learning opportunities she provides children.
- The inspector viewed the indoor and outdoor learning environments.
- The inspector reviewed written documentation, including safeguarding and child protection policies and procedures.
- During the inspection the inspector spoke to the childminder and children at convenient times and considered their views.

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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