

Childminder report

Inspection date: 23 September 2022

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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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 have a wonderful time with the warm and welcoming childminder. They are happy, settled and continuously busy and active. Children form strong bonds with the nurturing childminder, who understands them well. She creates a safe home-from-home environment that is full of exciting and interesting toys and resources. The childminder follows children's routines to help reassure and settle those who are new to the setting or very young.

Children respond well to the childminder's high expectations for positive behaviour and kindness. For example, they are keen to help each other put on their wet weather clothing before they go outside. Children show high levels of attention and problem-solving skills as they explore and discover new ideas and concepts. For example, children think about why a square block does not travel down the slide like a wheel. Older children learn to adapt and negotiate with younger children so that play can be extended and sustained. They develop the skills that they need to be confident and capable learners in the future.

Children spend lots of time learning about their world and the natural environment. They are fascinated by the seasons, animals and plants. For instance, children enjoy feeding the fish in the pond and climbing trees when they go out into the woods.

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

- The childminder is a dedicated, fun-loving and reflective practitioner. She works with other professionals to share skills and develop her knowledge, while creating a wider social environment for children. The childminder uses what she knows about what children enjoy to inspire learning. She shares assessments with parents, such as the two-year progress check.
- The childminder knows how to sequence the curriculum to help children remember what they have learned and to extend their interests. For instance, the childminder tells children about owls. Children listen and ask very considered questions to learn even more. They demonstrate good recall when they look at pictures and name the type of owl they see. When children show an interest in grouping things together, the childminder makes resources to encourage this further.
- Children develop good communication and language skills. The childminder encourages children to listen carefully and repeat new words. She extends conversations so that children learn to use language to express what they are thinking. For example, when children describe the shark that might live in the fishpond, she expertly develops their imagination and language skills.
- Children very much enjoy listening to stories and enthusiastically join in. They

describe what they see in pictures and use words such as 'astonished' to describe how characters are feeling. Children have favourite stories, which they 'read' to themselves and one another. Children confidently join in with songs, such as 'Horsey, horsey', while they rock on the rocking horse.

- The childminder regularly includes parents in what children are doing. For instance, she shares photographs and updates of the children's activities throughout the day. However, the childminder does not routinely ask parents about their children's level of development and learning at home. This does not give the childminder a full picture of the children's knowledge and skills when they start in the setting.
- Children develop their large-physical skills. Babies are given the space and resources to develop their balance and confidence in walking. Older children use fine-motor skills to draw and to do up zips on their coats. Children develop their coordination when they pour water to make cogs move in the water tray.
- The childminder places a strong emphasis on promoting children's independence skills. She gives children time to practise and consolidate what they can do. For example, babies learn to feed themselves, while older children pour their own water. They competently serve their own food, take themselves to the toilet, and get ready to go outside.
- The childminder helps children to describe how they are feeling. She gives them opportunities to make choices, such as during activities and for meals. This develops children's self-esteem and confidence to express their opinions. Children develop strong friendships and demonstrate a good understanding of one another's needs.
- The childminder creates an inclusive environment that celebrates diversity and uniqueness. Children learn what is special about themselves and how their lives are similar and different to others. Books and resources reflect the world and the community to help children gain an understanding of life in modern Britain.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding and knowledge of how to safeguard and protect children. She recognises the signs and symptoms of abuse and neglect. The childminder knows how to record her concerns and report them in a timely and appropriate manner. This includes if an allegation was made about her practice. She is aware of other safeguarding issues within the community, such as county lines and extreme and radicalised behaviours. Children learn to keep themselves safe while they play. For instance, they are reminded not to pick wild fruits and fungi when they are in the woods.

What does the setting need to do to improve?

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

- extend the level of information obtained from parents to include information about children's development, to enhance initial planning and assessments.

Setting details

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| Unique reference number | EY461743 |
| Local authority | Kent |
| Inspection number | 10228816 |
| 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 | 1 to 10 |
| Total number of places | 6 |
| Number of children on roll | 9 |
| Date of previous inspection | 2 December 2016 |

Information about this early years setting

The childminder registered in 2013. She lives in Tonbridge, Kent. The childminder offers care from Monday to Friday, 8am to 6pm, throughout the year. She receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector
Alison Martin

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 childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector during the inspection.
- 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 of the childminder 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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