

Childminder report

Inspection date: 25 August 2022

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 are welcome in this loving family home. They have a strong attachment to the childminder. Her responsiveness helps them to become emotionally secure. They have good relationships with older children who the childminder cares for occasionally. This adds to the happy family atmosphere. The curriculum is effective. Children listen to the childminder and mimic the things she says and does. The childminder makes observations and assessments that help inform children's next steps in learning. This helps the childminder to address gaps in the children's knowledge. Children are supported to become ready for school. They enjoy a language-rich environment where books are plentiful. The childminder makes sounds and funny voices when she reads that thrill the children. This supports them to learn new vocabulary. The childminder encourages children to make connections. For example, they share books about autumn and recall planting seeds. Children concentrate for long periods when doing number puzzles. This helps them to identify numerals. They recognise numbers to 10 out of sequence.

Children enjoy healthy choices at snack time, such as a variety of fruits. There are opportunities for outside exercise and fresh air. Children use wheeled vehicles that help support the development of their leg muscles. They understand the rule that they must tidy up before getting out something new. This helps children to persist and be responsible for their actions.

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

- The caring childminder forms secure attachments with the children. This supports her to meet their individual needs. For example, while reading a book about the seasons, the childminder starts a discussion with children regarding sadness and growth. This helps to develop children's self-esteem and confidence and helps prepare them for their next stage of education.
- Children learn to manage their emotions and make friendships. The childminder explains to them that they must wait for their turn to play with a toy. She praises children when they comply with her requests. Children behave well. The childminder helps them resolve any minor disagreements swiftly, and children return to their play without fuss or loss of learning time.
- The childminder promotes children's good health and independence. Children learn to use the toilet and have a clear understanding of when to wash their hands. They have healthy food choices, and they grow their own cucumbers and eat them. Children spend time outside in the community, accessing childminder groups, parks and lakes.
- Children have strong boundaries, which helps them to feel safe and secure. They quickly respond to instructions. For example, children must follow the rule of

putting a book back rather than throwing it onto the floor. They tidy up before getting out another activity when asked. This helps children learn how to be responsible for their actions and become more independent.

- The childminder is knowledgeable about the children and knows their starting points. Children choose their own books, and the childminder reads to them joyfully with drama. This supports their language skills and vocabulary.
- The childminder follows children's interests. For example, she skilfully takes advantage of their interest in animal figures. The choice of a pig prompts a discussion about a farm visit. Children practise their ability to recall past events.
- Activities are well thought out and the childminder takes advantage of unplanned events. For example, when children requested the 'sleeping bunnies' song, she used this as an opportunity to support their early language development. She lay with the children on the floor to sing and then jumped up with them.
- The childminder makes use of some training opportunities to ensure she keeps up to date and develops some of her skills. For examples, she completed training relating to behaviour management. However, she does not fully focus her professional development plans on raising the quality of the provision to the highest level.
- Communication with parents is highly effective. They are constantly in touch with the childminder. Parents describe being at work and receiving videos of their children on exciting trips. They say that this is comforting for them. It gives them confidence in the knowledge that their children are safe, happy and learning. Parents describe the childminder's influence on their children's progress as 'massive'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to protect children and keep them safe while they are in her care. She can identify the signs and symptoms of abuse and knows what to do to refer any concerns. The childminder ensures that safeguarding is a priority and regularly updates her knowledge. She has a deep understanding of many safeguarding issues, including the 'Prevent' duty and county lines. This is a safe and secure environment as the childminder risk assesses all areas of her home and outside activities.

What does the setting need to do to improve?

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

- increase the focus on ongoing professional development to continually enhance the quality of care and teaching.

Setting details

Unique reference number	125451
Local authority	Kent
Inspection number	10228212
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 12
Total number of places	6
Number of children on roll	5
Date of previous inspection	20 October 2016

Information about this early years setting

The childminder registered in 1998. She lives in Leybourne, in West Malling, Kent. The childminder provides care each weekday from 8am to 6.30pm, throughout the year. She has a relevant early years qualification.

Information about this inspection

Inspector

Kay Beckwith

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 and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the childminder's interactions with children.
- The inspector spoke with children and the childminder during the inspection.
- The inspector spoke to parents and listened to their views.
- A range of documents were sampled.

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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