

# Childminder report

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Inspection date: 20 October 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 demonstrate that they are happy and feel safe at the childminder's home. For example, on arrival, parents are welcomed inside to hand over their children. The childminder is very caring and responsive to individual children's needs. She offers them cuddles and genuine care to help them separate from their parents. Children quickly settle and become engaged in their play.

Children make continued progress from their starting points. The childminder has high expectations for all children, including those with special educational needs and/or disabilities. For instance, she works in partnership with other professionals and parents to ensure that she meets the individual needs of children in her care. This ensures that they are more than ready for the next stage of learning and development.

Children's behaviour is very good at the childminder's home. For example, the atmosphere is relaxed and calming. Children are curious and explore their environment. They engage in play where they share and take turns, responding positively to each other. Children concentrate for some time as they enjoy the activities and resources that are on offer. Children are learning to manage their own feelings and behaviour, which impacts positively on the development of their character.

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

- The childminder knows the children well. She plans a curriculum that meets their needs effectively because of this. For instance, children show a keen interest in sensory and messy play. The childminder provides daily activities where children can freely explore with a range of media. She introduces items of interest, such as wheeled vehicles, and together they explore the marks that are made on paper. The childminder consistently introduces new language, and meaningful conversations take place as children learn through play. Children develop their vocabulary and understanding of language across the seven areas of learning.
- The childminder has high expectations for children's behaviour. For example, children instinctively know what is expected of them. After a messy play activity, children know that they need to wash their hands before they move onto something new. They respond positively to the childminder when she asks them to help tidy away the small-world resources. Relationships reflect a positive and respectful culture, which is clearly demonstrated through children's positive attitudes to learning.
- Children with English as an additional language are well supported and make good progress in learning. For example, the childminder is bilingual and interchangeably speaks to children in English and Polish to support their

language development. They also regularly attend a local church group that reflects their culture well. However, the childminder needs to review her teaching so that children develop a deeper understanding of equality and diversity and people that are different to themselves, to fully prepare them for life in modern Britain.

- Children benefit from regular exercise and fresh air. For instance, the childminder has a strong ethos for outdoor learning and children spend large amounts of their time learning outdoors. They also experience the freedom of exploring the local woods, where they look for natural materials, run and climb. However, the childminder needs to review the curriculum to better support younger children's physical development, as they do not have enough opportunities to take appropriate risks and challenges as they play and learn.
- Parent partnerships are very good. The childminder works consistently well at building and maintaining relationships with her families. For instance, she shares daily photos with her parents to keep them informed about children's experiences throughout the day. She shares regular information with them about the progress that is made across the seven areas of learning and development. Parents share consistently positive feedback about the 'flexible and homely' approach that the childminder provides for her families. Relationships between the childminder and her families reflect a culture of mutual respect. This has a positive impact on the outcomes for all children.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder clearly understands how to safeguard children in her care. She has a good working knowledge of referral pathways and knows who and when to make a referral to reduce further risk of harm to children. She can talk confidently about a range of safeguarding issues, such as county lines, female genital mutilation and the 'Prevent' duty. She has robust risk assessments in place to ensure that her home is safe and secure. The childminder completes regular training in order to keep her knowledge up to date and to continually fulfil her statutory duties.

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

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

- review teaching so that children develop a good understanding of equality and diversity and people that are different to themselves, to fully prepare them for life in modern Britain
- review the home environment to increase younger children's physical development opportunities, to enable them to take appropriate risks and challenges as they play and learn, inside and outside.

## Setting details

<b>Unique reference number</b>	EY474974
<b>Local authority</b>	Kent
<b>Inspection number</b>	10228882
<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 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	28 February 2017

## Information about this early years setting

The childminder registered in 2014 and lives in Ashford, Kent. She offers care on weekdays, from 7am to 6pm, except for bank holidays and family holidays. The childminder sometimes works with an assistant. The childminder receives funding to provide free early education for children aged two, three and four years.

## 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 childminder.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke with 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.
- The inspector observed the interactions between the childminder and children.

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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