

# Childminder report

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Inspection date: 20 October 2022

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<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, including those new to the setting, are very happy and settled in the childminder's care. Children play nicely together and develop good social skills. For example, they readily share resources and take turns. Children behave well and have a good understanding of rules and boundaries. For example, they talk about the 'golden rules', such as 'kind hands' and 'walking feet'. Furthermore, children demonstrate kindness to each other, such as when an older child helps a toddler remove her apron.

Children are successfully developing their independence skills. For example, they hang up their own coats on arrival and cut up their own banana at snack time.

Children, including those who speak English as an additional language, make good progress with their speech and language development. For example, they learn new words, introduced by the childminder, as they play, such as 'comb' and 'mirror'. Children have many opportunities to speak their home language in the setting, which further supports their language development.

Children have strong bonds with the childminder, who gives them plenty of praise and encouragement. This successfully promotes children's self-esteem and emotional well-being. Children receive plenty of reassurance and cuddles from the childminder, which helps children and babies feel safe and secure.

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

- The childminder successfully supports children to develop their early literacy skills. For example, she enthusiastically reads stories to children throughout the day, which encourages their interest in books. Additionally, she uses effective ways to help children understand the words they hear. For instance, she uses props, such as a bowl of porridge, when reading the story of 'Goldilocks and the Three Bears'.
- The childminder has a clear understanding of what she wants children to learn. She holds discussions with parents to establish children's starting points and interests. As a result, she plans meaningful learning experiences for children from the outset.
- The childminder observes children's play and makes accurate assessments of their learning and development. She effectively uses the information gathered to plan next steps for children that build on previous learning. Furthermore, she shares ideas with parents to help them extend children's learning at home.
- The childminder is an excellent role model for children, which is seen when they demonstrate good manners and listen carefully to her. She teaches children to respect each other and the environment. For example, children are encouraged

to tidy away toys and resources before snack time. Additionally, the childminder encourages children to talk about their feelings. She uses resources such as pictures and books to help children understand their emotions.

- The childminder is very reflective. She uses a range of ways, such as completing training and reading research, to help ensure her knowledge and practice are current. Additionally, she evaluates her service regularly to help ensure children receive high-quality care and education.
- The childminder teaches children how to keep healthy. For instance, she provides a variety of healthy snacks and meals for children. Children learn the importance of washing their hands, such as after blowing their noses and before meals. This supports them to independently attend to their own self-care needs, which prepares them well for their next stage, such as going to school.
- Children are well prepared for life in modern Britain. They are beginning to learn about the wider world and people who are different from themselves. For example, they celebrate festivals and taste foods from other countries.
- The childminder has a good understanding of how children learn. She plans a range of activities that can be accessed by children at all stages of development. For instance, children of all ages use a range of utensils, such as toy hammers, to release treasure hidden in a block of ice. They are fascinated as the ice breaks into smaller pieces and melts. However, occasionally, the childminder does not organise the environment successfully for group activities. As a result, some children become distracted and are not fully engaged.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities to keep children safe. She has a robust knowledge of safeguarding, including who to contact should there be an allegation against herself or a household member. She knows the processes to follow if she has concerns about children's welfare. The childminder successfully teaches children how to keep themselves safe. For example, she regularly practises emergency evacuation procedures with children. Additionally, she completes daily checks of her premises to help identify any potential hazards for children. This ensures the environment is safe and secure for children to play and learn.

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

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

- plan group activities more effectively to encourage all children to be engaged and focused throughout.

## Setting details

<b>Unique reference number</b>	EY475855
<b>Local authority</b>	Kent
<b>Inspection number</b>	10228890
<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 8
<b>Total number of places</b>	5
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	10 February 2017

## Information about this early years setting

The childminder registered in 2014. She lives in Tunbridge Wells, Kent. The childminder offers care from 7.30am to 7.30pm, Monday to Saturday, all year round.

## Information about this inspection

### Inspector

Michaela Borland

### 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 discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the childminder and children.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.

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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